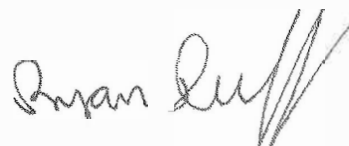


## Forkner Elementary

106216661011091

Principal's Name: Ryan Duff

Principal's Signature: 

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

Title I SWP

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

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

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

**Consolidated Program Assurances**



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

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Ryan Duff	X				
2. Chairperson – Shelley Benneyan				X	
3. Vice- Chairperson – Anna Borgeas				X	
4. Secretary – Margarita Matoian				X	
5. DAC Representative – Julie Wong				X	
6. Michele Markarian			X		
7. Debra Walker		X			
8. Amanda Whitehead		X			
9. JoAnn Clarkson		X			
10. Allen Moran				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:  
 ELAC reviewed the SPSA as a school advisory committee.  
 X ELAC voted to consolidate with the SSC. Date 10-6-17.

**Required Signatures**

<b>School Name:</b>			
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		3/22/18
SSC Chairperson	Shelley Benneyan		3/22/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Forkner - 0165

**ON-SITE ALLOCATION**

3010	Title I	\$21,945
7090	LCFF Supplemental & Concentration	\$97,533
7091	LCFF for English Learners	\$8,763
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$128,241</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$570
Remaining Title I funds are at the discretion of the School Site Council	\$21,375
Total Title I Allocation	\$21,945

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

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	67.974	74.974
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	57.19	64.19

#### Needs Assessment

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

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

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

- Teachers fully implemented district adopted ELA Wonders curriculum.
- AC's identify quarterly units essential learning standards, developed CFA's, and backwards mapped weekly lessons.
- AC teams created grade level and class level Smart goals.
- More in depth data analysis and response to students needs.
- Teachers utilized more technology into instruction.

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

- Teachers fully implemented district adopted GoMath curriculum.
- AC's identify quarterly chapter essential learning standards, developed CFA's, and backwards mapped weekly lessons.
- AC teams created grade level and class level Smart goals.
- More in depth data analysis and response to students needs.
- Teachers utilized more technology into instruction.

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

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

- AC teams have not consistently provided a response to intervention for students based off assessment results.
- In ELA students lacking needed foundational skills to support mastering grade level standards.
- Although there is still an achievement gap data from California School Dashboard indicates the gap is decreasing for our largest subgroups of socio-economically disadvantaged and hispanic students.

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

- AC teams did not consistently provided a response to intervention for students based off assessment results.
- Although there is still an achievement gap data from California School Dashboard indicates the gap is decreasing for our largest subgroups of socioeconomically disadvantaged and hispanic students. All groups showed improvement except for our students with disabilities.

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

**1** SSC:

**2** ELAC:

**3** Staff:

- ensure all grade level are teaching and practicing math facts consistently. Based off their experiences they have not seen this in all grade levels thier children have been in.
- Would like to see school start a peer "math buddy" program in which older students mentor younger students in learning basic facts.

folded into SSC

- Site PL has been focused on ELA not Math past years.
- Would like to have PL with support of grade level math coaches next year.
- RTI focus was on ELA need to develop support for Math.
- Provide incentives for performance and recognize students growth with celebrations.
- Purchase software to support students learning basic math facts.
- Provided recognition to students who master basic facts.

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

Title 1 funds were utilized to provide part time counseling services for disadvantaged youth to support their academic success. Cost of counseling services was 20% of our site budget and only serviced 16 students. Counselor was contracted for 2 days a week. Students being serviced did not have a positive increase in academic performance. Team decided funds would have bigger impact by using funds to hire counseling resource assistant that would be on campus daily to support social emotional needs.

## Action 1

**Title:** Math Improvement

**Action Details:**

Forkner teachers will continually improve mathematics teaching and students learning by ensuring all students receive effective instruction, necessary supports and interventions (systematic RTI) to demonstrate continuous progress towards mastering grade level standards.

1. School will provide a reward activity for students who are demonstrating growth in math, as measured by grade level created CFA's and District Interim Assessments.
2. 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.
3. The school will develop and provide before or after school intervention to support students who are receiving a D or F in math.
4. The school will set student, class, grade level, and site SMART goals around District Interim Assessments and SBAC.
5. The school will establish a math master club to recognize students who have mastered their grade level basic math facts. It will also include a challenge club to motivate students who need acceleration in math.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Grade Level Common Formative Assessments

**Owner(s):**

Grade level AC Teams

**Timeline:**

Bi-Monthly



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

Grade Level Common Summative Assessments

Owner(s):

Grade Level AC Teams

Timeline:

1 per quarter

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

District Interim Assessments

Owner(s):

Admin & AC Teams

Timeline:

October & February

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

Report Cards

Owner(s):

Teacher & Admin

Timeline:

Quarterly

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

Student Achievement Data Chats

Owner(s):

Principal

TSA

Teachers

Grade Level teams

Timeline:

October 2018

February 2019

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

IPG Data Reports

Owner(s):

Principal/TSA

Timeline:

Weekly/Monthly/Quarterly

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

Classroom observation/feedback

Owner(s):

Principal

Timeline:

Daily/Weekly

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

SBAC

Owner(s):

Teachers

Grade Level AC's

TSA

Principal

Timeline:

August 2018

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

Student Goal setting

Owner(s):

Teachers

Students

Timeline:

August 2018

October 2018

February 2019

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

Specify enhanced services for EL students:

- All students will receive quality Math instruction aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on challenging content, student ownership, and ongoing improvement (Tier 1).
- All students in grades K-6 will receive differentiated Math instruction (Tier 2), based on students' assessed needs, as determined by frequent Common Formative Assessments (CFAs).
- Identified students (based on established criteria) will be referred to the Student Success Team in order to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through subrelease).
- Tutoring and Supplemental contracts will be provided to teachers to support Tier 2 & Tier 3 students with before or after school tutoring.
- AC's will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on Math instruction. (90 minutes minimum)
- ACs will create and administer CFAs aligned to Essential Learnings (minimum of 1 per chapter).
- Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and access to rigorous content.
- Students will have access to technology resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs.
- 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 or software.

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

- Assessment results will be shared with parents during meetings, conferences, School Site Council and other parent meetings.
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as on-going parent/student education efforts.

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

#### Describe Professional Learning related to this action:

- Professional Learning to strengthen understanding of grade level math standards and best strategies to support students learning. Math coaches will be utilized to support regional grade level teams.
- Second, Third, Fourth, and Fifth grade teachers will receive Personalized Learning Initiative training.
- Teachers will be encouraged to participate in GATE Certification Cohort to develop their repertoire of strategies to address AC question 4.
- Teachers will receive Illuminate training to become more proficient in developing CFAs aligned to grade level standards.
- Touch Math strategies will be utilized to support student learning.
- Continue utilizing "Learning By Doing" to strengthen our PLC and RTI work.
- Peer observations with sub release times and PLI training. Including, but not limited to supplemental contracts, subs, and travel.

## Action 2

**Title:** ELA Improvement

#### Action Details:

Forkner will continually improve ELA/Literacy teaching and student learning by ensuring that all students receive effective instruction, necessary support, and interventions (systematic RTI) to demonstrate continuous progress and mastery of standards. We will provide a three-tiered approach to literacy support for students. Tier One will include a focus on good first teaching using complex text and lessons that employs questions and tasks, both orally and written, which integrates the standards and builds students' comprehension of the text(s) and its meaning. Tier Two will be opportunities for strategic grouping and use of standards aligned resources including technology resources to support students in mastering grade level essential standards. Tier Three will include RTI pullout small group support to build foundational literacy skills.

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. 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.
5. Students who need additional support to work towards being at or above grade level will be identified to participate in after school reading club. This club will take place three days a week for one hour a day in our library.

Reasoning for using this action:     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Wonders Placement & Diagnostic Assessments

**Owner(s):**

Certificated Tutor  
Classroom Teacher  
Administration

**Timeline:**

By August 31, 2018

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

BAS Reading Assessment

**Owner(s):**

Classroom Teacher  
Certificated Tutor  
Administration

**Timeline:**

1. August 1st  
2. End of 1st quarter  
3. Spring

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

Grade Level Common Formative Assessments of identified essential reading standards

**Owner(s):**

Teacher  
Grade level AC  
Administration

**Timeline:**

Bi-monthly

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

District Interim Benchmark Assessments

**Owner(s):**

Teacher  
Grade level AC  
Administration

**Timeline:**

October 2018  
February 2019

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

IPG Data Report

Owner(s):

Principal/TSA

Timeline:

Weekly/Monthly/Quarterly

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

Classroom observations/feedback

Owner(s):

Principal

Timeline:

Daily/Weekly

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

SBAC

Owner(s):

Teachers

Timeline:

August 2018

Grade level Ac's

TSA

Principal

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

Student Goal setting

Owner(s):

Teachers

Timeline:

August 2018

Students

October 2018

February 2019

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 to develop a plan to improve.
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 and teachers SMART Goals. Subs will be provided.

**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. Student planners/agendas will be purchased for all students in grades 3-6.

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

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- English Learners 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.
- All English Learners will receive Designated and Integrated English Language Development.
- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners 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.

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

**Explain the 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.
- Student Recognition at Awards Assemblies for meeting reading goals

**Describe Professional Learning related to this action:**

1. Second, Third, Fourth, and Fifth grade teachers will receive Personalized learning Initiative training.
2. Teachers will be encouraged to participate in GATE Certification Cohort to develop their repertoire of strategies to address AC question 4.
3. Professional Development will continue to be provided to deepen knowledge of IPG tenants.
4. Learning By Doing by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many and Mike Mattos.
5. On going RTI professional learning to strengthen teachers and support staffs response to students assessed learning needs.
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.
10. AC summer and year long planning. Supplemental contracts and subs will be provided.

### Action 3

**Title:** English Language Learners

**Action Details:**

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

1. Certificated Tutor will provide designated English Language Development (ELD) to identified English Learners (EL) students.
2. All teachers will support English Learners through integrated ELD throughout the day.
3. All teachers will support English Learners through student discourse by using Talk Moves and other researched based best practices.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

1. ELPAC 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:**

Monthly  
Every quarter

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

IPG Data Report

Owner(s):

Principal/TSA

Timeline:

Weekly/Monthly/Quarterly

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

Classroom observations/feedback

Owner(s):

Principal

Timeline:

Daily/Weekly

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

SBAC

Owner(s):

Teachers

Certificated Tutor

Grade Level AC's

Timeline:

August 2018

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

Student Goal Setting

Owner(s):

Teachers

Students

Timeline:

August 2018

October 2018

February 2019

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 and ELPAC 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.

Explain the 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, ELPAC, and District Interim Assessment.
- ATLAS and EDUTEXT will be available for all parents
- Parent Conferences
- Progress Reports and Report Cards Signed
- SST Meeting/Parent/Admin Conference

Specify enhanced services for EL students:

1. EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (Tier 2) in addition to ELD support.
2. 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.
3. 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.
4. All English Learners will receive Designated and Integrated English Language Development.
5. 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.
6. Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.

Describe Professional Learning related to this action:

- Professional learning will be provided on effective ELD strategies to increase students ELPAC 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.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			SST's roving sub	800.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of technology including software	738.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent supplies (No food or incentives)	570.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Peer observations	999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			8 teachers will attend PLI training	6,879.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			before after school tutoring	8,002.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for performance increase	1,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of technology including software	7,381.00
G1A1	Sup & Conc	Instruction	Direct-Maint			maintenance	500.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			subs for student achievement conferences with principal	800.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			AC Summer Planning day	6,010.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			AC Planning Days - Sub 2nd,3rd,4thQ	8,376.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Teacher Supply GE=\$300 SPED=\$150	7,050.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 4 TF's will be utilized to support ELA & Math RTI	27,096.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2880		29,011.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0870		8,762.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			:	1.00

**\$113,975.00**

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

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	62.943	69.943

### Needs Assessment

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>Teachers &amp; Staff developing Goal 2 clubs for students at lunch times and after school</li> <li>3rd-6th grade students participation in after school athletics.</li> <li>4th thru 6th grade students participation in music program.</li> <li>School jobs that include safety patrol, student council, enviromnetal team, cafeteria helpers all support goal 2 enrollment.</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>Students who can't stay after school to participate in extra-curricular because they have to take bus home directly after school. Factors include students on transfer that have to bus home.</li> <li>We did not have Careers for Cowboys or Peer Mediators this school year. This limited students opportunities to particiapte. Program will be relaunched in 2018-19.</li> </ul>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>Would like PTA to fund Science lab contract to continue hands on science for all students.</li> <li>PTA will fund \$500 per grade level for additional field trips beyond what district provides.</li> <li>Will continue with Art Docent Program to provide students with art appreacation lessons.</li> </ul>	<p><b>2</b> ELAC:</p> <p>folded into ssc</p>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>Re-launch Careers for Cowboys</li> <li>Re-launch Peer mediators</li> </ul>
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## Action 1

**Title:** Student Engagements

### Action Details:

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



our school culture and climate and give students 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.

1. School will create student jobs to engage students in activities that make them feel connected and part of our school.
2. School will Implement programs that promote positive school culture:
3. Safe and Civil programs & procedures
4. Character Counts
5. Bullying prevention activities
6. Kindness campaign
7. Student Council
8. Safety Patrol
9. Student Jobs/Careers for cowboys & cowgirls
10. Student Ambassadors
11. Peer Mediation
12. Athletic Teams
13. Band/Strings/Choir/Recorders
14. Musical Programs
15. Clubs at lunchtime
16. Girl Power
17. Young Men of Character
18. Connecting Dads Program
19. 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Student Engagements (Goal 2) Data of activities participant records

Owner(s):

Principal/TSA

Timeline:

quarterly

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

Specify enhanced services for EL students:

English Learners 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.

- 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 2)
- School will provide Peer Mediation Conflict resolution for students TK-6 grade. This will include but not be limited to the following subgroups: socioeconomically disadvantaged, Foster Youth, SPED, Hispanic and

African American.(Tier 2)

- School what strategically select SPED, Foster Youth from grades 3-6 to participate in our, after school sports, lunchtime clubs, Careers for Cowboys program, student council, safety team, and other activities to get them more engaged in the school community. (Tier 1 & 2)
- Students from disproportionality/significant groups will receive first priority for student jobs. (Tier 3)

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

- Parents will be involved with their child's selection of Student Jobs through Careers for Cowboys & Cowgirls.
- 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 Wednesdays 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 Professional Learning related to this action:

The school will provide SEL Professional Learning around the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness.

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	95.181	100
Exposure to Careers - 4th Grade	96	100
Exposure to Careers - 6th Grade	100	100

Needs Assessment

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

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

**Exposure to Careers - 3rd Grade**  
Participated in Brickz4 Kids

**Exposure to Careers - 4th Grade**  
Attended field trip to Nutrition Center

**Exposure to Careers - 6th Grade**  
Attended College Tour at Willow International  
Attend 6th Grade Camp experience at Camp KEEP

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

**Exposure to Careers - 3rd Grade**

- none, all subgroups participated.

**Exposure to Careers - 4th Grade**

- none, all subgroups participated

**Exposure to Careers - 6th Grade**

- none, all subgroups attended tour at Willow International
- All subgroups were given opportunity to experience 6th grade camp

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

**1** SSC:

- Would like to see elective wheel return.
- Would like us to turn "Careers for Cowboys" into a job fair to launch students getting jobs. Students required to go through oral interview process at fair.

**2** ELAC:

folded into SSC

**3** Staff:

- Bring back Careers for Cowboys
- Additional grade level field trips or on campus exposures to careers and colleges

## Action 1

**Title:** Career Exposure

### Action Details:

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All students will be exposed to a variety of career fields through the following actions:

1. Attend CTE experiences allotted to their grade levels.
2. Community guest speakers visit classrooms and share information about a variety of careers.
3. Read Across America week community leaders will visit classrooms to share information on a variety of careers.
4. Students in grades 3-6 will have opportunity to apply for student jobs on campus.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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- Student Engagements (Goal 2) Data
- Student Activities and Job participant records

#### Owner(s):

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Principal  
TSA  
Teachers

#### Timeline:

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ongoing each quarter

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

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- students will have opportunities to participate in school assemblies, presentations, and fieldtrips to learn about different career choices to foster their interest in future careers.
- School will create student jobs to engage students in activities that make them feel connected to school and learn responsibilities of having a job.
- 

#### Specify enhanced services for EL students:

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- Economically disadvantaged students, English Learners and Foster students will be provided opportunities to participate in school assemblies, presentations, and fieldtrips to learn about different career choices to foster their interest in future careers.
- English Learners, economically disadvantaged students, and foster youth students will have priority to engage in student jobs and other activities that make them feel connected to school.

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

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- Parents will be involved with their child's selection of Student Jobs they apply for.
- Parents will participate in ead Across America Week.
- Parents will visit classrooms to share career choices.

#### Describe Professional Learning related to this action:

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- PL on the four Social Emotional Learning (SEL) competencies.

## Action 2

**Title:** Character and Competencies

### Action Details:

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Forkner Elementary staff is committed to promote competencies for workplace success by providing a positive school culture and climate and teaching students what success looks like. The following actions will be implemented to support students in building students competencies for workplace success.

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.

1. 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.
2. One (.4375) Resource Counseling Assistants will be hired to assist in building students character and competencies for classroom and playground success.
3. School will provide a quarterly incentive to all students who make the "Cowboy Honor Roll" for meeting the established criteria for success. The criteria will include demonstrating positive behavior traits, respect for others, school service, academic success.
4. 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.
5. 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.
6. School will develop a peer buddy mentoring program pairing intermediate grade students with primary grade students.
7. Peer Mediation Program will be utilized to support teaching students conflict resolution skills.
8. 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.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

- Student Surveys - Forkner
- District - School Climate Surveys

Owner(s):

Principal  
TSA  
School Climate Team

Timeline:

Each Quarter  
February 2019

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

Teacher Social Emotional Learning Surveys

Owner(s):

Teachers  
Principal  
TSA

Timeline:

February 2019

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

ATLAS Behavioral referrals

Owner(s):

Principal  
TSA

Timeline:

Monthly

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 through Young Men of Character and Girls Power programs. The mentor program will focus on character, leadership development, self-

Specify enhanced services for EL 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.

management, and a positive growth mindset. (Tier 2)

- Resource Counseling Assistants will organize recess and lunch time activities that support identified students social emotional competency needs.
- School will address Tier III Social-Emotional supports needs through outside referrals to appropriate local agencies that can support students needs.

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

- Face to face meetings with parents through SST's of identified TK-6 graders who are failing academically and or socially. (Connect with families for support)
- Parents of students identified to work with Resource Counseling Assistant will be notified prior to student starting.
- Parents and community members will be recruited to be mentors.

Describe Professional Learning related to this action:

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

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Parent supplies for career day	738.00

**\$738.00**

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	4.982	2.982
Suspensions Per 100	2.61	1.61
Student Survey - Included	88.614	95.614

**Needs Assessment**

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

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

**Chronic Absenteeism**

- Students in significantly disproportional significant subgroups with habitual chronic attendance were referred for counseling services.
- Principal held meetings with parents of chronically absent students.

**Suspensions Per 100**

- High percentage of 4-6 grade students engaged in extracurricular activities.
- Teachers consistently held class meetings.
- Behavior plans were created for students with significant behavior issues.

**Student Survey - Included**

- Average score for Growth Mindset was 77%.
- 23% of students believe there are some things they are not capable of learning.
- Almost 50% of students responded they don't believe their intelligence is something they can change.

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

**Chronic Absenteeism**

- 16.7% rate for Asian subgroup, This number is high because of one SPED student who is chronically tardy.

**Suspensions Per 100**

- African American Subgroup was significantly higher at 10.6%. There was one 6th grade student who was a key contributor to the higher rate. Counseling services were offered for this student and declined by parent.

**Student Survey - Included**

Survey data was not broken down by subgroups so we can't analyze disproportionality.

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

**1** SSC:

- District SARB process needs to hold parents more accountable.
- Site continue with incentives and motivating students to attend.

**2** ELAC:

folded into ssc

**3** Staff:

- More contact with parents by administration with students with attendance issues and behavioral issues.
- Incentives for improved attendance.



- Feel school offers alot to make students want toc come to school.

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

Title 1 funds were utilized to provide counseling services for disadvantaged youth to support their academic success. Cost of counseling services was 20% of our site budget and only serviced 16 students. Counselor was contracted for 2 days a week. Students being serviced did not have a positive increase in academic performance. Team decided funds would have bigger impact by using funds to hire couesling resource assistant that would be on campus daily to support social emotional needs.

**Action 1**

**Title:** Good Attendance

**Action Details:**

**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.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- Incentives will be provided to students with positive attendance/tardy rates as determined by the school climate team. (Tier 1)
- Incentives and recognition will be given to students and families with improved attendance and tardy rates. (Tier 2)
- Students with poor attendance will be assigned to the resource counseling assistant (RCA). RCA will develop a contract incentive for improved attendance. Targeted students will include our significantly disproportional significant subgroups. (Tier 2)
- Students in significantly disproportional significant subgroups with poor attendance will be offered a school job that they are interested in. (Tier 2)
- Students in significantly disproportional significant subgroups with habitual chronic attendance will be referred for counseling services. (Tier 3)

**Specify enhanced services for EL students:**

- English Learners 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.
- English Learners and Foster students will participate in weekly class meetings and second step lessons around the four social-emotional competencies of selfmanagement, self-efficacy, growth mindset and social awareness.

6. Funds will be available to purchase incentives and materials to support improved attendance.

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

- 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.

Describe Professional Learning related to this action:

- 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.

## Action 2

**Title:** Social Emotional Learning

Action Details:

Forkner Elementary staff is committed to building every student's growth mindset and self-efficacy in order to ensure all students will stay in school on target to graduate. The following structures will be in place to support this goal:

1. 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.
2. A Resource Counseling Assistant (RCA) will be hired to assist in building students growth mindset and self-efficacy. The RCA will work with identified students who need support in building social skills and other skills needed to be on track to graduate.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

Student Surveys - School Climate Team will develop surveys on Google Docs.

District - School Climate Student Survey.

Owner(s):

Principal  
TSA  
School Climate Team

Timeline:

every quarter  
February 2019

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

ATLAS - Engagements

Owner(s):

TSA

Timeline:

Monthly

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

- A Resource Counseling Assistant (RCA) will be hired to assist in building students growth mindset and self-efficacy. The RCA will work with identified students who need support in building social skills and other skills needed to be on track to graduate.
- Targeted students will be provided an adult mentor or group mentoring through Young Men of Character and Girls Power programs. The mentor program will focus on character, leadership development, self-

Specify enhanced services for EL students:

- English Learners will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in Adult Mentoring, Peer Buddies, or work with the Resource Counseling Assistant as needed.

management, and a positive growth mindset.

- 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.
- Incentives will be purchased and provided for students who meet social emotional learning goals.

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

- Face to face meetings with parents of identified TK-6 graders who have received more than 2 referrals from 3 or more teachers in a month. (Connect with families for support).
- 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 Professional Learning related to this action:

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

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,027.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: student incentives	501.00

**\$13,528.00**

## 2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			SST's roving sub	800.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Purchase of technology including software	738.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent supplies (No food or incentives)	570.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Peer observations	999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			8 teachers will attend PLI training	6,879.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			before after school tutoring	8,002.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for performance increase	1,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of technology including software	7,381.00
G1A1	Sup & Conc	Instruction	Direct-Maint			maintenance	500.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			subs for student achievement conferences with principal	800.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			AC Summer Planning day	6,010.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			AC Planning Days - Sub 2nd,3rd,4thQ	8,376.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Teacher Supply GE=\$300 SPED=\$150	7,050.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 4 TF's will be utilized to support ELA & Math RTI	27,096.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2880		29,011.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0870		8,762.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			:	1.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Parent supplies for career day	738.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,027.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: student incentives	501.00
<b>Total</b>							<b>\$128,241.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,945.00
Sup & Conc	7090	\$97,533.00
LCFF: EL	7091	\$8,763.00
<b>Grand Total</b>		<b>\$128,241.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$113,975.00
G3 - All students will demonstrate the character and competencies for workplace success	\$738.00
G4 - All students will stay in school on target to graduate	\$13,528.00
<b>Grand Total</b>	<b>\$128,241.00</b>