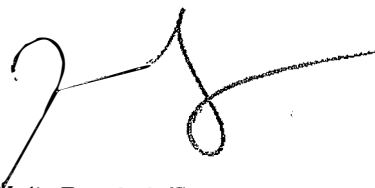


King Elementary

106216660885461

Principal's Name: Jesus Perez

Principal's Signature:

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

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

Title I SWP

| <b>Table of Contents</b>      |  |
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| <b>Topic</b>                  | <b>Details</b>   |
| Cover Page                    | <i>CDS Code with Signature</i>   |
| Table of Contents             | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services          | <i>N/A</i>   |
| Assurances                    | <i>Consolidated Program Assurances</i>   |
| School Site Council           | <i>Members list</i>  |
| Required Signatures           | <i>Principal and SSC Chairperson</i>   |
| Budget                        | <i>Site Allocations</i>  |
| School Quality Review Process | <ul style="list-style-type: none"> <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**

| <b>School Site Council List</b>                 |                  |                          |                    |                                |                          |
|---|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>                              | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| <b>1. Principal - Jesus Perez</b>               | <b>X</b>         |                          |                    |                                |                          |
| <b>2. Chairperson – J. Presentacion Sanchez</b> |                  | <b>X</b>                 |                    |                                |                          |
| <b>3. Mona Tatum</b>                            |                  | <b>X</b>                 |                    |                                |                          |
| <b>4. Eddie Ortega</b>                          |                  | <b>X</b>                 |                    |                                |                          |
| <b>5. Sean Stell</b>                            |                  |                          | <b>X</b>           |                                |                          |
| <b>6. Kue</b>                                   |                  |                          |                    | <b>X</b>                       |                          |
| <b>7. Brooke Garrison</b>                       |                  |                          |                    | <b>X</b>                       |                          |
| <b>8. Geneve Grey</b>                           |                  |                          |                    | <b>X</b>                       |                          |
| <b>9. Rene Logan</b>                            |                  |                          |                    | <b>X</b>                       |                          |
| <b>10. Vitina Hernandez</b>                     |                  |                          |                    | <b>X</b>                       |                          |
| <b>11.</b>                                      |                  |                          |                    |                                |                          |
| <b>12.</b>                                      |                  |                          |                    |                                |                          |
| <b>13.</b>                                      |                  |                          |                    |                                |                          |
| <b>14.</b>                                      |                  |                          |                    |                                |                          |
| <b>15.</b>                                      |                  |                          |                    |                                |                          |

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

**Required Signatures**

| <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. |                         |  |             |
| <b>Title</b>  | <b>Print Name Below</b> | <b>Signature Below</b>   | <b>Date</b> |
| <b>Principal</b>  | Jesus Perez             |  | 3/22/18     |
| <b>SSC Chairperson</b>  | J. Presentacion Sanchez |  | 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

King - 0260

**ON-SITE ALLOCATION**

|   |                                   |                  |
|---|-----------------------------------|------------------|
| 3010                                    | Title I                           | \$52,700 *       |
| 7090                                    | LCFF Supplemental & Concentration | \$212,331        |
| 7091                                    | LCFF for English Learners         | \$73,533         |
| <b>TOTAL 2018/19 ON-SITE ALLOCATION</b> |                                   | <b>\$338,564</b> |

|  |          |
|--|----------|
| * Title I requires a specific investment for Parent Involvement          |          |
| Title I Parent Involvement - Minimum Required                            | \$1,240  |
| Remaining Title I funds are at the discretion of the School Site Council | \$51,460 |
| Total Title I Allocation   | \$52,700 |

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

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

#### School Quality Review

##### School Level Dashboard

| Goal 1 Metrics   | Current % | Target % |
|--|-----------|----------|
| EL Reclassification Rate (All grade levels)                  | 10.471    | 17.471   |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)  | 21.122    | 28.122   |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 13.245    | 20.245   |

#### 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)

**Grade 6 and one teacher from grade 5 scored significantly higher than their peers. Key practices in these classrooms were directly aligned to the District Instructional Practice Guide:**

1. Culture of Learning with High Expectations
- 2A. Challenging Content - Text
- 2B. Challenging Content - Questions & Tasks, both oral and written which integrate the standards and build students' comprehension of the text and its meaning.
3. Ownership

**These classrooms were intentional about specific instructional practices and creating familiar instructional cycles that allowed students to focus on the content rather than the process. Key instructional practices included a Close Reading Cycle with the following activities:**

1. Clarity of the standards and the required rigor with Learning Objective
2. Read-aloud – introduce genre – essential question/ topics. (SL Standards)
3. Vocabulary Development: Students determine the meaning of words using context clues (R.4)
4. First Read: Independent Read (Productive Struggle)
5. Second Read: Read-aloud with Cornell Note-taking/ Summarizing (R.2). Students were provided with specific instruction on how to summarize with language-stem resources.
6. Third Read: Independent read with Text Dependent Questions (Surface, Below the surface and

**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)

**Grades 3 & 4 teams have not yet began effective implementation of good first instruction based on the instructional practice guide. Specific areas of struggle include:**

1. Culture of Learning with High Expectations
- 2B. Challenging Content - Questions & Tasks, both oral and written which integrate the standards and build students' comprehension of the text and its meaning.
3. Ownership

**Grades 3 & 4 teams are not yet functioning as true Professional Learning Communities. Specifically, teams are not effectively implementing the following key PLC practices:**

- Deconstruction of standards, including ELD, prior to the quarter.
- Agreements on Criteria for Success and exemplars
- Development of Common Formative Assessments and tools to capture and analyze data... by skill, by student.
- Agreements to analyze student work weekly to assess student learning and make instructional pivots as required.
- Backwards planning the quarter as a team.

Deeper Dive Questions). (R.1 & R.3-R.9). Students were expected to cite evidence directly from the text.

7. Text Deconstruction-Reconstruction/ Text Analysis Processes. (SL. 1-4)

**Other key instructional practices included:**

- Word processing of specific activities such as the summary from the second read or the Text Dependent Question Responses.
- Writing across the curriculum. Some teacher-student jointly constructed but most completed independently.
- Students required to productively struggle first with the above tasks. Then scaffolds and support provided such as peer or teacher support.
- During these processes, the teacher continuously checked for understanding and provided immediate feedback.

**Key Professional Learning Community Practices**

- Deconstruction of standards, including ELD, prior to the quarter.
- Agreements on Criteria for Success and exemplars
- Development of Common Formative Assessments and tools to capture and analyze data by student, by skill.
- Agreements to analyze student work weekly to assess student learning and make instructional pivots in a timely manner.
- Backwards planning the quarter as a team.

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

**Grade 6 and one teacher from grade 5 scored significantly higher than their peers. Key practices in these classrooms were directly aligned to the District Instructional Practice Guide:**

1. Culture of Learning with High Expectations

**2.A.** Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?

**2.B.** Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson

**3.** Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?

**Key Professional Learning Community Practices**

- Deconstruction of standards prior to the quarter.
- Agreements on Criteria for Success and exemplars
- Development of Common Formative Assessments and tools to capture and analyze data... by skill, by student.
- Agreements to analyze student work weekly to assess student learning and make instructional pivots as required.
- Backwards planning the quarter as a team.

**EL Reclassification Rate (All grade levels)**

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

**Grades 3, 4 & 5 Grade Level Teachers have not yet begun effective implementation of good first instruction based on the instructional practice guide. Specific areas of struggle included:**

1. Culture of Learning with High Expectations

**2.A.** Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?

**2.B.** Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson

**3.** Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?

**Grades 3, 4 & 5 Grade Level Teams are not yet functioning as true Professional Learning Communities. Specifically, teams are not effectively implementing the following key PLC practices:**

- Deconstruction of standards prior to the quarter.
- Agreements on Criteria for Success and exemplars
- Development of Common Formative Assessments and tools to capture and analyze data... by skill, by student.
- Agreements to analyze student work weekly to assess student learning and make instructional pivots as required.
- Backwards planning the quarter as a team.

**EL Reclassification Rate (All grade levels)**

A more efficient system needs to be developed to identify and monitor English Learner acquisition of English. Suggested systems include:

- Use of the Language Team to periodically lead all teachers in a cycle of continuous improvement focused on EL Students.
- Grade level teams intentionally Identify EL students during the ELA and Math Common Formative Assessment Data Analysis, with determination about next steps for these students.



Student Ownership of the Learning

Student Discourse Structures

Specific Instructional Strategies including:

- Vocabulary Development
- Text Deconstruction Reconstruction
- Joint Construction of Writing
- Text Analysis
- Language Stems

Imagine Learning Blended Learning Program (After School)

**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:

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with SSC.**

- SSC Parent Representatives inquired about what accounted for strong performances by our grade 6 and by one of our 5th grade teacher. The Principal shared information about the following:
  1. IPG Tennents are strong in these classrooms.
  2. PLC is strong in grade 6
- SSC elected Parent Representatives participated in a tour of the school to observe instructional best practices and implementation of categorical budget expenditures. Parents feel strongly that the focus on the IPG and building PLC's is the right work.
- Parents advised the SSC to continue strong focus on Clubs, Activities, and Athletics.
- Parents Advised there be a continued focus on student socio-emotional needs.
- SSC agreed there is no longer a need for a Spanish HSL since the front office is now Spanish-speaking. SSC agreed there is a need for an AAHSL to help bridge cultural gaps between home and school.

**2** ELAC:

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with ELAC.**

ELAC Parents advised that priority be given to funding the following:

- Clubs, Activities & Athletics
- Student Technology
- Student Socio-emotional Supports

**3** Staff:

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with the Teachers and the Instructional Leadership Team. Three areas of focus were determined for the 2018-2019 school year.**

1. Student Socio-emotional
2. Good First Instruction
3. Building Strong Professional Learning Communities

The ILT has spent time analyzing best practices from classrooms in grades 5 & 6 where students are scoring significantly higher than their school and district peers. The following best practices have been identified:

- Culture of High Expectations & positive teacher-student relationships.
- Clarity of standards and alignment of instruction and CFAs to the rigor of the standards.
- Familiar Close Reading cycles of instruction with Cornell-Note-taking/ summarizing & TDQs.
- Teacher provides immediate ongoing feedback.
- Students are owning the learning.

Teacher survey results indicate the following budget priorities for 2018-2019 in the order teacher perception of highest impact on Student Achievement.

1. Student Technology
2. Teacher Technology

3. Materials & Supplies to support instruction
4. Technology Software (ELA & Math)
5. Clubs, Activities, Athletics
6. Teaching Fellows
7. Counseling/ Mentors/ Socio-emotional Supports
8. Study Trips
9. Contracts for Tutoring (Saturdays and After School)
10. Home School Liaisons

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

1. Student Technology: **Effective**... Currently King has a 1-1 ratio of student laptops - students in grades 3-6. We need to continue building down through grade 1. In addition, we need to allocate funds for replacements, repairs and equipment.
2. Teacher Technology: **Effective**... Document Cameras need to be maintained and replaced as needed.
3. Materials & Supplies to support instruction: **Effective**... We need to continue providing teachers will all necessary materials and supplies to support instruction.
4. Technology Software (ELA & Math): **Effective**... Continue funding Imagine Learning, Headsprout, Sokikam.
5. Clubs, Activities, Sports: **Effective**... Continue funding (NOT TITLE I FUNDS)
6. APEX Program: **Ineffective**... Do not fund in 2018-19
7. Teaching Fellows: **Effective**... Continue Funding
8. Counseling/ Mentors/ Socio-emotional Supports: **Effective**... Continue funding. Expand number of mentors as the Onsite Counseling days.
9. Study Trips: **Effective**... Begin funding additional Study Trips.
10. Contracts for Tutoring (Saturdays and After School): **Somewhat Effective**... We need to start these acceleration programs right after Interim 1.
11. Home School Liaisons (Hmong and Spanish): **Somewhat effective**... Spanish HSL no longer needed as we have a front office that speaks Spanish. Hmong HSL still needed. We need to fund a new HSL focused on the African American Community to bridge cultural gaps families may be facing.

## Action 1

**Title:** Professional Learning Communities

### Action Details:

---

King Grade Level Teams will continue developing into Professional Learning Communities by implementing the following practices

The Principal will create an Instructional Leadership Team composed of grade level Leads, the TSA, and the Vice Principal. The ILT will meet twice a month and focus on:

- Developing Lead Teacher capacity and ownership to lead the work of Professional Learning Communities.
- Function as an Accountable Learning Community by examining evidence of PLC work from each grade level and determining next steps for PLC growth.

Before each quarter, teams will:

1. Deconstruct standards, including ELD, to identify Essential Learning Standards for the quarter and develop a common understanding of the rigor of the standards.
2. Make agreements on Criteria for Success and exemplars
3. Develop SMART Goals
4. Develop Common Formative Assessments and tools to capture and analyze data, by student, by skill.

5. Develop a protocol to analyze the data that includes tracking of significant subgroups including African American, English Learner, and SPED students.
6. Agree to analyze student work artifacts weekly to assess student learning and make instructional pivots as required.
7. Backwards map the quarter as a team, including CFA's, dates to analyze the CFA's, and dates to respond with intervention/ acceleration after data analysis.
8. Align the rigor of instruction to the rigor of the Essential Learning Standards.

During Professional Learning Community time, grade level teams will spend their time focused on the four grounding questions:

1. What do we want our students to learn?
  - o Based on previously identified/ developed Essential Learning Standards, Criteria for Success, CFA's and SMART Goals
  - o
2. How will we know if they learned it?
  - o Weekly student artifact review, based on Essential Learning Standards
  - o CFA's and Data Analysis Process
3. What do we do if they already learned it (Tier 1)?
  - o Teachers and teams will reflect on the effectiveness of their instructional practices based on data and make instructional shifts according to practices which are having the best success.
  - o Teams will agree on how to intervene for those who did not get it and further challenge those who did get it.
4. What do we do if they have not learned it (Tier 2-3) ?
  - o Teachers and teams will reflect on the effectiveness of their instructional practices based on data and make instructional shifts according to practices which are having the best success.
  - o Teams will agree on how to intervene for those who did not get it and further challenge those who did get it.

|  |
|--|
| <b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

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

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

Site administration will work with the Instructional Leadership Team develop Lead Teacher capacity and ownership of Professional Learning Communities.

Owner(s):

Principal, Vice Principal  
Lead Teachers

Timeline:

Weekly during grade level meetings.  
During regularly scheduled Instructional Leadership Meetings (2 times per month).

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

Supplemental contracts: For PLC work above and beyond designated time.  
PLC work will determine next steps to support Tier 1, 2 & 3 students through the use of Common Assessments.

Specify enhanced services for EL students:

English Learner students will be called out by student, by skill during the data analysis process.

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

Parents will be informed of PLC Site focus during SSC and ELAC Meetings.

Describe Professional Learning related to this action:

Regional, District and Site Professional Learning will be provided to build high functioning Professional Learning Communities.

## Action 2

Title: Good First Instruction

### Action Details:

---

- Site Leadership and Teachers will utilize the Instructional Practice Guides (IPG) to ensure good first instruction in all classrooms.
  1. Site administration will create a weekly classroom observation schedule. At least one administrator will be assigned to conduct classroom observations each day of the week. Time will also be allocated for joint Principal/VP observations for calibration purposes.
  2. Site administrators will assign a specific day and time for data analysis of Classroom Observation/ IPG Data and to determine next steps for grade level teams and for individual teacher support.
  3. Site administrators will identify "target" teachers based on IPG, Interim, and SBAC data. Administrators will create weekly cycles of classroom observations and conferences with the target teachers focused on continuous improvement of good first teaching.
  4. IPG Data will cover all aspects of the IPG, but will focus on the following three tenants:
    - 1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?
    - 2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
    - 3. Ownership: Are students responsible for doing the thinking in this classroom?
  5. In addition to a focus on the IPG, administration will also gather data on the following during classroom observations:
    - Learning Objectives: Can students articulate what they are learning? How will they know they have learned it? And why is this important?
    - Checking for Understanding: Does the teacher regularly Check for Understanding and adjust instruction based on CFU?
    - Feedback to students: Does the teacher provide on-the spot feedback based on Checking for Understanding of the Essential Learning Standards?
- Grades 1-3 will implement a Response to Intervention (RTI) Block for Foundational Skills instruction. An additional instructional block will focus on Reading Comprehension based on grade level texts and grade level standards & rigor.

The RTI Block will have the following components:

1. All students will be tested using the BPST at the beginning of the year.
  2. Homogenous small group instruction will address skills gaps through Guided Reading and specific skills instruction.
  3. Progress monitoring will take place every Friday with the goal of ensuring all students are assessed a minimum of one time per month.
  4. Flexible student grouping based on progress monitoring
  5. Foundational skills instruction will be supported with application of skills to authentic literacy in reading and writing
  6. The TSA, SPED Team and Teaching Fellows will support small group RTI Instruction through either a push-in or pull-out model.
- Grades 4-6 will implement Close Reading Cycles utilizing best practices from Wonders, West Ed, and other. The following model will be used:
    1. Read aloud – introduce genre – essential question/ topics. (SL Standards)
    2. Vocabulary Development: Students determine the meaning of words using context clues (R.4)
    3. First Read: Independent Read (Productive Struggle)
    4. Second Read: Read-aloud with Cornell Note-taking/ Summarizing (R.2). Students were provided with specific instruction on how to summarize with language-stem resources.
    5. Third Read: Independent read with Text Dependent Questions (Surface, Below the surface and Deeper Dive Questions). (R.1 & R.3-R.9). Students were expected to cite evidence directly from the text.
    6. Text Deconstruction-Reconstruction/ Text Analysis (SL. 1-4)
    7. Teachers will integrate technology by having students word process either TDQ's or Summaries from Cornell Notes.
    8. During the Close Reading Cycles, teachers will be checking for understanding and providing immediate feedback based on the standards.
    9. Small group support, strategic grouping, and other scaffolds may be provided for students who are below grade level.
  - A school-wide block schedule will be created to ensure key instructional blocks and support services (TSA, Teaching Fellows) are aligned.
  - Grade level teams will work with the PLC process to determine how to best utilize designated and integrated ELD strategies to support English Learner Students.

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

Classroom Observations utilizing the IPG.

KAIG: Kindergarten

BPST Progress Monitoring, BAS, Fluency, CFA's, Interim Assessment: Gardes 1-3

CFA's, Interim Assessments, SBAC: Grades 4-6

ELPAC/ Assessors

Owner(s):

Principal & Vice Principal

Grade Level Leads

Timeline:

Daily

Quarterly

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

- A focus on IPG Tenets 1, 2B, and 3 will ensure all students will receive good first instruction.
- Materials & Supplies for Professional Learning including but not limited to posters, graphics dept. orders, markers, highlighters, post-its, snacks & water, etc...
- Technology Hardware to support instruction including but not limited to document cameras, video projectors, projector bulbs, printers/ ink cartridges, tech repairs, and other.

Specify enhanced services for EL students:

King will continue to work with the English Learner Dept. as Lab School to integrate best practices for English Learners with math and ELA instruction.

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

SSC Parents will be informed of all budget expenditures during School Site Council Meetings.

Describe Professional Learning related to this action:

To Be Determined with new Principal

**Action 3**

Title: Student Technology

Action Details:

- Technology hardware (tablets and laptops) will be funded to support student achievement in ELA and Mathematics.
- **Word Processing:** Teachers in grades 3-6 will be require students to word process extended responses and/ or summaries and/ or Text Dependent Questions as part of their ELA instructional units/ cycles. Word processed student writing will be displayed in classroom for review by students, staff, and parents. Each time a new piece of writing is completed, it will be added to the display in order to show progress over time. Grades 1-3 will utilize blended learning tools and Type to Learn to build keyboarding, technology, literacy and math skills.
- **ELA/ Math Software:** ELA and Math software will be funded to support student achievement in ELA and Math through a blended learning approach. Priority will be given to software from the adopted Wonders and GoMath Programs. Additional software may include Headsprout, Sokikam, Type to Learn, Starfall, Moby max, Imagine Learning, Khan Academy, and/ or other. Data will include KAIG, BPST Progress Monitoring, Interim Assessments, SBAC ELPAC

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

**Word Processing:** Student work samples.

#### Owner(s):

Teachers

#### Timeline:

Word processing will be required for each unit of instruction.

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

##### **ELA/ Math Software:**

- KAIG
- BAS
- Fluency
- Interim Assessments
- SBAC

#### Owner(s):

Teachers

Intervention TSA

#### Timeline:

BPST Progress Monitoring (Grades 1-3): Each Friday, with the expectation that all students are progress monitored at least 1 time per month.

KAIG (Kinder): Quarterly

Interim Assessments (Grades 1-6): 2 times per year

SBAC (Grades 3-6): Yearly

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

- Student tablets and laptops.
- Technology Software
- Technology Repairs

#### Specify enhanced services for EL students:

- E.L. students will be provided with the technology to be able to word process required texts.
- Imagine Learning will be utilized after school and possibly during Saturday acceleration sessions focused on E.L. students.

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

Parents will be able to review student progress over time in the classroom writing wall displays. Parents will also be provided access to technology via the Home School Liaisons.

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

PLC Grade Level Teams will build teacher capacity by sharing student work samples and making instructional adjustments based on classrooms that are experiencing success.

## Action 4

**Title:** Acceleration Programs

#### Action Details:

- Funds will be allocated for Teacher Supplemental Contracts and Teaching Fellows to provide Acceleration Programs, beyond the instructional day, for students who are identified as "Nearly Met Standards" in ELA & Math". The target groups will be African American, English Learner, and Foster Students. Acceleration Programs can take place after school or on Saturdays.
- Teachers who have been identified as high performing based on Interim and SBAC Data will be encouraged to provide academic acceleration.
- Acceleration Sessions will align to Close Reading Cycles. Additional high-interest text may be used to maintain student motivation.
  1. Read aloud – introduce genre – essential question/ topics. (SL Standards)
  2. Vocabulary Development: Students determine the meaning of words using context clues (R.4)
  3. First Read: Independent Read (Productive Struggle)
  4. Second Read: Read-aloud with Cornell Note-taking/ Summarizing (R.2). Students were provided with specific instruction on how to summarize with language-stem resources.
  5. Third Read: Independent read with Text Dependent Questions (Surface, Below the surface and Deeper Dive Questions). (R.1 & R.3-R.9). Students were expected to cite evidence directly from the text.
  6. Text Deconstruction-Reconstruction/ Text Analysis (SL. 1-4)
  7. Teachers will integrate technology by having students word process either TDQs or Summaries from Cornell Notes.
  8. During the Close Reading Cycles, teachers will be checking for understanding and providing immediate feedback based on the standards.
  9. Small group support, strategic grouping, and other scaffolds may be provided for students who are below grade level.

- Teaching Fellows may facilitate additional Blended Learning Acceleration Programs focused on math and/ or ELA. Blended Learning Programs might include Sokikam (Math), Khan Academy (Math & ELA).
- Students in Kinder will be identified for Acceleration after each KAIG. Students will receive Acceleration Support beyond the instructional day. The target groups will be African American, English Learner, and Foster Student. The focus of the Acceleration Camp will align to the Essential Learning Standards identified by the Kinder PLC.

**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  
Data will be used after the Interim 1 District Assessment/ KAIG to identify students who "Nearly Met Standards" in ELA and/ or Math. From this list, African American, English Learners, and Foster Students will have priority.

Owner(s):  
Principal & Vice Principal  
TSA

Timeline:  
Session 1: After Interim Assessment 1  
Session 2: After Interim Assessment 2

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

- Student Laptops
- Blended Learning Programs: Such as Khan Academy, Go Math, Wonders, Sokikam, Headsprout. Other blended learning programs may be considered. Goal Book
- Instructional materials and supplies

Specify enhanced services for EL students:  
English Learners will be a target group for the Acceleration.

Explain the actions for Parent Involvement (required by Title I):  
Parents of students who have been identified will be contacted to provide consent for student participation.

Describe Professional Learning related to this action:  
Teaching Fellow Training: Blended Learning Programs.

**Action 5**

**Title:** Teaching Fellows

Action Details:  
Six Teaching Fellows will be hired to provide small group Foundational Skills intervention/ acceleration for students in grades 1-3.

**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

- Kinder: Progress monitoring during CFAs and after each KAIG.
- Grades 1-3: Foundational skills progress monitoring: New site Principal and TSA will determine the method for progress monitoring foundational skills. Measurement tools may include BPST, DIBELS, BAS, Fluency or other.
- Grades 4-6: After each District Interim Assessment.

Owner(s):

Teacher on Special Assignment  
Teachers

Timeline:

Every Friday will be used for progress monitoring with the goal of ensuring every student in grades 1-3 is progress monitored at least one time per month.

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

- Teaching Fellows Independent Service Contract
- Instructional Materials and supplies for intervention/ acceleration programs

Specify enhanced services for EL students:

Teaching Fellows will facilitate an after school ELD Blended Learning Intervention using the Imagine Learning Program.

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

Parents will be notified when their children have been identified for intervention and/ or acceleration programs.

Describe Professional Learning related to this action:

The site Designated Schools TSA will coordinate Teaching Fellow services and provide professional learning. District Early Learning personnel may also be used to provide professional learning.

## Action 6

**Title:** Designate Schools TSA

Action Details:

The duties of the Designated Intervention TSA will align to site goals and objectives:

1. Oversee Foundational Skills RTI in grades 1-3.
  - Training of teaching staff/ Teaching Fellows on Guided Reading, Foundational Skills instruction, BPST Progress Monitoring, etc...
  - Monitor small group instruction
  - Coordinate BPST at the beginning of the year.
2. Oversee the use of Teaching Fellows to support ELA and Math instruction, Intervention, and Acceleration.
3. Direct services to students
4. Coordinate site technology
  - Computer inventory
  - Assign technology to classrooms
  - Maintain, Trouble-shoot and work with the District Technology Department for repairs.
  - Oversee the Computer Lab
  - Coordinate Blended Learning Intervention and Acceleration Programs
5. Assist site test coordinator in test coordination, staff training, and administration

**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

Meetings with site administration 2 times per month to participate in a cycle of continuous improvement on Foundational Skills RTI and School-wide Technology.

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

- Direct student intervention/ acceleration services.
- Student technology (software and hardware)
- Teaching Fellow support

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

Parents will be informed of services of the Designated TSA at SSC and ELAC Meetings.

Owner(s):

TSA Intervention

Timeline:

- Start of the Year: Assess all 1-3 grade students using BPST/ BAS
- Progress Monitoring every Friday
- Two Meetings per month with Site Administration to participate in a Cycle of Continuous Improvement.

Specify enhanced services for EL students:

Imagine Learning Intervention for EL Students beyond the regular school day.

Describe Professional Learning related to this action:

TBD when new TSA is identified.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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-Supp  |           |     | Supplemental contracts                                    | 20,351.00 |
| G1A2   | Title 1 Basic | Instruction       | Mat & Supp    |           |     | Materials and Supplies **NO FOOD, NO INCENTIVES**         | 12,109.00 |
| G1A2   | Title 1 Basic | Instruction       | Nc-Equipment  |           |     | Technology purchases                                      | 12,000.00 |
| G1A2   | Title 1 Basic | Instruction       | Direct-Graph  |           |     | Graphics  | 2,000.00  |
| G1A2   | LCFF: EL      | Instruction       | Direct-Other  |           |     | ELPAC Assessors   | 2,000.00  |
| G1A3   | Title 1 Basic | Instruction       | Direct-Maint  |           |     | Technology Repairs (classroom devices only)               | 5,000.00  |
| G1A3   | Sup & Conc    | Instruction       | Nc-Equipment  |           |     | Technology  | 10,000.00 |
| G1A3   | LCFF: EL      | Instruction       | Bks & Ref     |           |     | Imagine Learning Licenses                                 | 8,820.00  |
| G1A4   | Sup & Conc    | Instruction       | Bks & Ref     |           |     | Starfall License  | 270.00    |
| G1A4   | Sup & Conc    | Instruction       | Bks & Ref     |           |     | : Learning A-Z; Raz-Plus and Headsprout                   | 5,807.00  |
| G1A4   | Sup & Conc    | Instruction       | Bks & Ref     |           |     | : Moby Max License  | 3,500.00  |
| G1A4   | Sup & Conc    | Instruction       | Cons Svc/Oth  |           |     | Goal Book : Goalbook                                      | 5,000.00  |
| G1A4   | LCFF: EL      | Instruction       | Nc-Equipment  |           |     | Technology  | 13,351.00 |
| G1A5   | Sup & Conc    | Instruction       | Subagreements |           |     | California Teaching Fellows Foundation : Teaching Fellows | 67,997.00 |

**\$168,205.00**

**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 | 29.302    | 36.302   |

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.

**Goal 2 Participation Rate**

King creates opportunities for students to be involved in a wide array of Goal 2 activities including:

Arts

- Southeast Asian Celebration
- African American History Celebration
- Hispanic Heritage Celebration

Activities:

- Friday Morning Rallies
- Student Leadership Club
- After School Program
- African American Dance Troupe
- Study Trips
- Reading Challenges
- Mother-Son Dance
- Father Daughter Dance
- King Carnival
- Donuts with Dads
- Hmong Dancers
- Peach Blossom
- Safety Patrol
- Pokemon Club
- Reading Clubs
- Chess Club
- etc...

Sports:

- Football
- Volleyball

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

**Goal 2 Participation Rate**

After analyzing the current school data, the team determined that the data does not reflect true participation in Goal 2 activities. There is a need to create a more efficient system of monitoring and inputting Goal 2 data into the ATLAS System.

- Soccer (Girls and Boys)
- Basketball (Girls and Boys)
- Softball (Girls and Boys)
- Cross Country (Girls and Boys)
- Track (Girls and Boys)
- Wrestling (Girls and Boys)

**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:

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with SSC.**

- SSC Parent Representatives inquired about what accounted for strong performances by our grade 6 and by one of our 5th grade teacher. The Principal shared information about the following:
  1. IPG Tennents are strong in these classrooms.
  2. PLC is strong in grade 6
- SSC elected Parent Representatives participated in a tour of the school to observe instructional best practices and implementation of categorical budget expenditures. Parents feel strongly that the focus on the IPG and building PLC's is the right work.
- Parents advised the SSC to continue strong focus on Clubs, Activities, and Athletics.
- Parents Advised there be a continued focus on student socio-emotional needs.
- SSC agreed there is no longer a need for a Spanish HSL since the front office is now Spanish-speaking. SSC agreed there is a need for an AA HSL to help bridge cultural gaps between home and school.

**2** ELAC:

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with ELAC.**

ELAC Parents advised that priority be given to funding the following:

- Clubs, Activities & Athletics
- Student Technology
- Student Socio-emotional Supports

**3** Staff:

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with the Teachers and the Instructional Leadership Team. Three areas of focus were determined for the 2018-2019 school year.**

1. Student Socio-emotional
2. Good First Instruction
3. Building Strong Professional Learning Communities

The ILT has spent time analyzing best practices from classrooms in grades 5 & 6 where students are scoring significantly higher than their school and district peers. The following best practices have been identified:

- Culture of High Expectations & positive teacher-student relationships.
- Clarity of standards and alignment of instruction and CFAs to the rigor of the standards.
- Familiar Close Reading cycles of instruction with Cornell-Note-taking/ summarizing & TDQ's.
- Teacher provides immediate ongoing feedback.
- Students are owning the learning.

Teacher survey results indicate the following budget priorities for 2018-2019 in the order teacher perception of highest impact on Student Achievement.

1. Student Technology
2. Teacher Technology
3. Materials & Supplies to support instruction
4. Technology Software (ELA & Math)
5. Clubs, Activities, Athletics
6. Teaching Fellows
7. Counseling/ Mentors/ Socio-emotional Supports

8. Study Trips
9. Contracts for Tutoring (Saturdays and After School)
10. Home School Liaisons

## Action 1

**Title:** Arts, Activities, and Athletics

### Action Details:

---

King will provide opportunities for all students to be engage in arts, activities, and sports included but not limited to.

Arts:

- Southeast Asian Celebration
- African American History Celebration
- Hispanic Heritage Celebration
- African American Dance Troupe
- Hmong Dancers
- Peach Blossom

Activities:

- Student Leadership Club
- After School Program
- Academic Awards Assemblies
- Students of the Month
- Study Trips
- Reading Challenges
- Mother-Son Dance
- Father Daughter Dance
- King Carnival
- Donuts with Dads
- Safety Patrol
- Pokemon Club
- Reading Clubs
- Chess Club
- etc...

Sports:

- Football
- Volleyball
- Soccer (Girls and Boys)
- Basketball (Girls and Boys)
- Softball (Girls and Boys)
- Cross Country (Girls and Boys)
- Track (Girls and Boys)
- Wrestling (Girls and Boys)

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](#)

Principal & Vice Principal will work with the Office Manager to develop a system to monitor and input Goal 2 Data into the ATLAS System.

[Owner\(s\):](#)

Vice Principal

[Timeline:](#)

Ongoing

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

Materials, supplies and equipment including but not limited to sports equipment, project and instructional materials & supplies, sound system equipment, etc...

[Specify enhanced services for EL students:](#)

English Learners will participate in arts, activities and/or sports.

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

Parents will be notified of opportunities for their children to participate in arts, activities, and sports.

[Describe Professional Learning related to this action:](#)

Coaches will be expected to have First Aide Certification.

**Action 2**

**Title:** Study Trips

[Action Details:](#)

Funds will be allocated to fund Study Trips, above and beyond those provided by the district Goal 2 Office.

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](#)

Calendar of Activities.

[Owner\(s\):](#)

Vice Principal

Grade Level Lead Teachers

[Timeline:](#)

Calendared at the beginning of the year.

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

- P.O.'s for entry costs
- Bus Fees
- Other Study Trip Related Expenses

[Specify enhanced services for EL students:](#)

English Learners will engage in all Study Trip opportunities.

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

Parents will be informed of Study Trips and be given an opportunity to chaperone.

[Describe Professional Learning related to this action:](#)

N/A

### Action 3

**Title:** Funworks

[Action Details:](#)

Funworks will be funded to provide student engagement in activities that will help build positive student-school connections. Activities could include:

- Mother-son dance
- Father-daughter dance
- Talent show
- Lipsinc contest
- Dances
- Character Assemblies
- Celebrations for students who are identified as following the King Guidelines for Success
- other

|  |
|--|
| <b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

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

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

Events will be calendared at the beginning of the year. Certain events may be targeted for students that meet certain criteria.

[Owner\(s\):](#)

Vice Principal

[Timeline:](#)

Monthly

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

Independent Service Contract - Fuworks

[Specify enhanced services for EL students:](#)

English Learner Students will have access to Funworks activities.

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

Parents will be invited to community focused events such as the mother-son and father-daughter dances.

[Describe Professional Learning related to this action:](#)

Restorative Practices

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

## G2 - All students will engage in arts, activities, and athletics

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure | Budget    |
|--------|------------|-------------------|--------------|-----------|-----|---------------------------------|-----------|
| G2A1   | Sup & Conc | Instruction       | Mat & Supp   |           |     | Materials and supplies          | 12,990.00 |
| G2A3   | Sup & Conc | Instruction       | Cons Svc/Oth |           |     | Fun Works : Funworks            | 2,500.00  |

**\$15,490.00**



**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 - 6th Grade | 92.771    | 99.771   |

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>Exposure to Careers - 6th Grade</b></p> <p>King has developed collaborative partnerships with the Fresno Rotary Club to provide Career Exposure activities to students in grades 5-6.</p> <p>Grade 6 Team plans yearly trips to local universities and colleges.</p> <p>Grade 6 conducts student Goal Setting/ Career Awareness Activities at the end of the school year as culminating activities.</p> | <p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>Additional opportunities are required for students to be exposed to potential careers and professional.</p> |
|---|--|

**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> <p><b>Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with SSC.</b></p> <ul style="list-style-type: none"> <li>SSC Parent Representatives inquired about what accounted for strong performances by our grade 6 and by one of our 5th grade teacher. The Principal shared information about the following:             <ol style="list-style-type: none"> <li>IPG Tennents are strong in these classrooms.</li> <li>PLC is strong in grade 6</li> </ol> </li> <li>SSC elected Parent Representatives participated in a tour of</li> </ul> | <p><b>2</b> ELAC:</p> <p><b>Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with ELAC.</b></p> <p>ELAC Parents advised that priority be given to funding the following:</p> <ul style="list-style-type: none"> <li>Clubs, Activities &amp; Athletics</li> <li>Student Technology</li> <li>Student Socio-emotional Supports</li> </ul> | <p><b>3</b> Staff:</p> <p><b>Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with the Teachers and the Instructional Leadership Team. Three areas of focus were determined for the 2018-2019 school year.</b></p> <ol style="list-style-type: none"> <li>Student Socio-emotional</li> <li>Good First Instruction</li> <li>Building Strong Professional Learning Communities</li> </ol> <p>The ILT has spent time analyzing best practices from classrooms in grades 5 &amp; 6 where students are scoring significantly higher than their school and district peers. The following best practices have been identified:</p> |
|--|--|---|

the school to observe instructional best practices and implementation of categorical budget expenditures. Parents feel strongly that the focus on the IPG and building PLC's is the right work.

- Parents advised the SSC to continue strong focus on Clubs, Activities, and Athletics.
- Parents Advised there be a continued focus on student socio-emotional needs.
- SSC agreed there is no longer a need for a Spanish HSL since the front office is now Spanish-speaking. SSC agreed there is a need for an AAHSL to help bridge cultural gaps between home and school.

- Culture of High Expectations & positive teacher-student relationships.
- Clarity of standards and alignment of instruction and CFA's to the rigor of the standards.
- Familiar Close Reading cycles of instruction with Cornell-Note-taking/ summarizing & TDQ's.
- Teacher provides immediate ongoing feedback.
- Students are owning the learning.

Teacher survey results indicate the following budget priorities for 2018-2019 in the order teacher perception of highest impact on Student Achievement.

1. Student Technology
2. Teacher Technology
3. Materials & Supplies to support instruction
4. Technology Software (ELA & Math)
5. Clubs, Activities, Athletics
6. Teaching Fellows
7. Counseling/ Mentors/ Socio-emotional Supports
8. Study Trips
9. Contracts for Tutoring (Saturdays and After School)
10. Home School Liaisons

Decrease the frequency of Friday Rallies to every other Friday or 1 time per month. Focus on academics as well as character development.

Re-design the Care & Connect Center: Include teacher voice in the new design.

## Action 1

**Title:** Safe & Civil Schools Structures

### Action Details:

King will implement Safe & Civil Schools Best Practices in the following areas:

- Guidelines for Success
- Tiered Levels of Misbehavior
- SAFER Line Standards
- Classroom CHAMPS Expectations
- Schoolwide Rules: Be Safe, Be Respectful, Be Responsible: These will be defined for each common area.
- Others as determined by the Culture Climate Team

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

Monday Culture Climate Team Meetings

Owner(s):

Vice Principal

Timeline:

Every 2nd and 4th Monday of the month at 3:00.

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

- Posters
- Materials & Supplies
- Budget allocation for structural needs such as painting numbers on the blacktop for Line Standards and lines for designated walking lanes.

Specify enhanced services for EL students:

English Learners will be included in all Safe & Civil Schools structures.

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

Parents will provide input into school safety through ELAC and the School Site Council.

Describe Professional Learning related to this action:

District Culture Climate Team will provide Professional Learning side by side with site staff and the Restorative Practices Coach.

**Action 2**

**Title:** Restorative Practices

Action Details:

King teachers and staff will implement the following Restorative Practices School-wide:

- Classroom Morning Meetings
- Transition activities such as Mind Yeti after morning and lunch recess
- Mentors & NTAs utilize Restorative Questions:
  - What happened?
  - How do you feel?
  - Who was hurt? How?
  - What was the hardest part for you?
  - What needs to happen now to make things right?
  - Agreements.

**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

Culture Climate Team Meetings

Owner(s):

Vice Principal

Timeline:

Every 2nd and 4th Monday of the Month.

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

\* Licenses for Mind Yeti

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

Parents will learn about Restorative Practices during ELAC and SSC Meetings.

Specify enhanced services for EL students:

English Learners will participate with all Restorative Practices

Describe Professional Learning related to this action:

Restorative Practice training by the RP Coach.

### Action 3

**Title:** Hand in Hand Mentors

Action Details:

Six hand in hand Mentors will be funded as an intervention/ support for identified Tier 2 & 3 students. Mentors will:

1. MBK Success Mentoring

- o Focus on addressing chronic absenteeism through daily check-ins with identified students, positive connections with students and families.

2. Work with identified, at-risk Tier 2 and 3 students-

- o Push-in model: focused on academics; may help other students as well as those identified
- o Assigned to specific grade levels
- o Highly visible in classrooms
- o Participate in Morning Meetings
- o Communication system between mentor and teacher
- o Positive communication with families

3. Structured activities at morning and lunch recess-

- o Sports and games with groups of students (model sportsmanship and recess procedures and expectations)
- o Assist with transitions to lines and classrooms
- o Staff modeling procedures and expectations (pick up on time, walk students in and out)

4. Career/ Goal Setting Activities

- o Support site administration in coordinating 2 Career Days at King. Career Days will include speakers from a variety of vocations, services, trades, etc... Students in grades 5 & 6 will participate in the fair by circulating through the different presenters, asking pre-determined questions, and taking notes.
- o Sixth grade students will participate in an end of the year goal setting project, outlining what their career aspirations are, what educational path they will need and what workplace character competencies they have to develop.

5. Other duties as assigned

- o Support site social- emotional needs: Steps to working with students:
  1. De-escalation
  2. 4 Restorative Practice Question
  3. Positive phone call home when needed
  4. Transition all the way back to class - remain with student for 5-10 minutes to ensure successful transition.
  5. Connect with admin if necessary

- Lead Mentor meets with School Culture Team weekly: Cycle of Continuous Improvement.
- Admin is first responder for classroom behavior referrals.

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 Support Team Meetings:** The Vice Principal will meet with the Lead Mentor, the RP Coach, and any other behavior support staff to identify students at Tier 2 and Tier 3. The team will ensure that interventions and support are in place for students at the different levels.

Owner(s):

Vice Principal

Timeline:

Every 1st & 3rd Monday of the month at 3:00

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

**School Culture Climate Team Meetings:** The Vice Principal will meet with the site Culture Climate Team, Restorative Practices Coach, and the Lead Mentor to identify/ monitor school-wide positive behavior supports and structures. The team will use the cycle of continuous improvement to adjust and modify school-wide Safe & Civil Schools Structures and Restorative Practices.

Owner(s):

Vice Principal

Timeline:

Every 2nd & 4th Monday of the month at 3:00

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

Hand in Hand Independent Service Contract

Specify enhanced services for EL students:

English Learner Students will have access to mentor services if they are identified as Tier 2 or Tier 3.

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

Describe Professional Learning related to this action:

**Action 4**

**Title:** Onsite Counselor

Action Details:

An onsite Counselor will be funded to provide 1-1 counseling/ therapy to identified Tier 2 and Tier 3 students.

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):

Onsite Counseling Independent Service Contract.

Specify enhanced services for EL students:

English Learners will have access to the Onsite Counselor if they are Tier 2 or 3 students and have been identified for services.

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

Describe Professional Learning related to this action:

Parents of students who have been identified for counseling services will be contacted for consent.

Restorative Practices

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King 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 | Instructional Supervision & Admin | Direct-Maint  |           |     | : Structural items and repairs for school  | 500.00    |
| G3A3   | Sup & Conc | Attendance & Social Work Services | Subagreements |           |     | Joint Opportunities : Hand to Hand Mentors | 50,000.00 |
| G3A4   | Sup & Conc | Guidance & Counseling Services    | Direct-Other  |           |     | REA 2% Evaluation Fee                      | 758.00    |
| G3A4   | Sup & Conc | Guidance & Counseling Services    | Cons Svc/Oth  |           |     | On-Site Counseling/FPU : Onsite Counselor  | 37,888.00 |

**\$89,146.00**

**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 | 19.572    | 17.572   |
| Suspensions Per 100 | 21.649    | 20.649   |

**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**

MBK Success Mentors

**Suspensions Per 100**

Mentors

Onsite Counseling

Restorative Practices

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

**Chronic Absenteeism**

Outside School Factors:

- Lack of parental support
- Breakdown of family structure
- Students coming from Trauma/ multiple adverse childhood experiences
- Negative influences in the immediate community
- Lack of positive adult connections/ role models
- Lack of academic language development at early childhood

Internal School Factors:

- Lack of staff capacity to work with at-risk students such as responding to misbehaviors in an effective manner.
- Cultural gap between certain staff members and our at-risk population, especially African American students.
- Ineffective classroom management in certain classrooms.
- Insufficient support structures for students with socio-emotional needs (mentors, counselors).
- School-wide structures and expectations are not always enforced consistently or effectively. STOIC
- Restorative Practices have not been received well by staff.

**Suspensions Per 100**

**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:



**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with SSC.**

- SSC Parent Representatives inquired about what accounted for strong performances by our grade 6 and by one of our 5th grade teacher. The Principal shared information about the following:
  1. IPG Tennents are strong in these classrooms.
  2. PLC is strong in grade 6
- SSC elected Parent Representatives participated in a tour of the school to observe instructional best practices and implementation of categorical budget expenditures. Parents feel strongly that the focus on the IPG and building PLC's is the right work.
- Parents advised the SSC to continue strong focus on Clubs, Activities, and Athletics.
- Parents Advised there be a continued focus on student socio-emotional needs.
- SSC agreed there is no longer a need for a Spanish HSL since the front office is now Spanish-speaking. SSC agreed there is a need for an AA HSL to help bridge cultural gaps between home and school.

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with ELAC.**

ELAC Parents advised that priority be given to funding the following:

- Clubs, Activities & Athletics
- Student Technology
- Student Socio-emotional Supports

**Three year SBAC, Interim Assessment, Suspension and Attendance Data was shared with the Teachers and the Instructional Leadership Team. Three areas of focus were determined for the 2018-2019 school year.**

1. Student Socio-emotional
2. Good First Instruction
3. Building Strong Professional Learning Communities

The ILT has spent time analyzing best practices from classrooms in grades 5 & 6 where students are scoring significantly higher than their school and district peers. The following best practices have been identified:

- Culture of High Expectations & positive teacher-student relationships.
- Clarity of standards and alignment of instruction and CFA's to the rigor of the standards.
- Familiar Close Reading cycles of instruction with Cornell-Note-taking/ summarizing & TDQs.
- Teacher provides immediate ongoing feedback.
- Students are owning the learning.

Teacher survey results indicate the following budget priorities for 2018-2019 in the order teacher perception of highest impact on Student Achievement.

1. Student Technology
2. Teacher Technology
3. Materials & Supplies to support instruction
4. Technology Software (ELA & Math)
5. Clubs, Activities, Athletics
6. Teaching Fellows
7. Counseling/ Mentors/ Socio-emotional Supports
8. Study Trips
9. Contracts for Tutoring (Saturdays and After School)
10. Home School Liaisons

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

Onsite Counseling: Effective  
Hand in hand Mentors: Effective

## Action 1

**Title:** Chronic Absenteeism: MBK Success Mentors

### Action Details:

A Brother's Keeper Success Mentors Initiative will be implemented to target students who are have been identified from the prior year as Chronically Absent.

The intervention model will be as follows:

- Mentors may include the Child Welfare Attendance Specialist, Hand in Hand Mentors, Home School Liaisons, and other site personnel.
- At the beginning of the year, the CWAS will work with site Administration to identify students who were chronically absent the prior year.
- Mentors will be assigned a caseload of 5-8 identified students.
- Mentor Actions:
  1. Build Strong, Caring Relationships with identified students: Check in with their assigned students each morning and make a positive contact. Check in throughout the day will also be encouraged.
  2. Build Strong, Positive Home School Connection: If the student is not at school, the Mentor will make a phone call home with the goal of building a strong, positive relationship with the guardians and encouraging attendance. Over time, the Mentor will identify root causes for absences and work with the CWAS and Administration to provide supports. The Mentor will document all contacts and the Attendance Clerk home with the CWAS
  3. Meet during weekly MBK Team Meeting to participate the Cycle of Continuous Improvement and capacity building.
- Child Welfare Attendance Specialist Actions:
  1. Accountability: Gather data, monitor student progress, generate weekly reports to be used by Mentors.
  2. Create a check-in system where identified students can chart their attendance first thing in the morning and receive a treat or water bottle.
  3. Work with site administration to coordinate Weekly MBK Meetings to monitor student and Mentor progress and engage in a cycle of continuous improvement.
- Home School Liaisons Actions:
  1. Generate positive parent letters and certificates to recognize parents of identified students who are improving their children's attendance.

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

Chronically Absent Data will be provided by the Child Welfare Attendance Specialist.

**Owner(s):**

Principal & Vice Principal

Child Welfare Attendance Specialist

**Timeline:**

MBK Team and Success Meet prior to the start of the school-year.

Start Success Mentoring Day 1 of School.

Weekly MBK Team Meetings.

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

- Snacks, water, and/or materials to reward student attendance.
- Funds will be allocated with the Nutrition Department to provide breakfast bars to all classrooms for students who are late and were not able to eat breakfast.

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

Strong positive relationships will be created by the Success Mentors.

Food services for meetings

Specify enhanced services for EL students:

English Learners identified as Chronically Absent the previous year will be included in the MBK Success Mentor Initiative.

Describe Professional Learning related to this action:

Mentor Training by The District Attendance/ Mentor Departments - Darrin Person

## Action 2

**Title:** Home School Liaison - Hmong/ Southeast Asian

Action Details:

AHmong Home School Liaison will be funded.. The Hmong HSL will

- Engage in parent outreach
- Organize parent meetings (SSC, ELAC, Parent University, other)
- Assist in Home-School communication
- Ensure all Hmong Families are aware of Edu-text, ATLAS Parent Portal, School/ District Communication links
- Ensure all parents are aware of educational resources such as Khan Academy
- Translate/ interpret for school functions.
- Engage in other duties to connect Hmong families to King.

**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

Admin/ Office Team Meetings: Administration will meet weekly with the Office, HSL, and Plant Manager to set vision, to calendar, and to oversee school services to students and parents.

Owner(s):

Principal and/ or Vice Principal

Timeline:

Weekly

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

Materials & Supplies and food for Parent Meetings.

Babysitting/ Translating Contracts

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

This activity provides direct services to Hmong and Southeast Asian students.

Specify enhanced services for EL students:

This activity provides direct services to Hmong and Southeast Asian students.

Describe Professional Learning related to this action:

The Home School Liaison will attend all district level training sessions.

### Action 3

**Title:** Home School Liaison - African American

#### Action Details:

A Home School Liaison will be hired to focus on African American Families: The Home School Liaison will

- Engage in parent outreach
- Organize parent meetings (SSC, Parent Univerity, other)
- Assist in Home-School communication
- Ensure all African American Families are aware of Edu-text, ATLAS Parent Portal, School/ District Communication links and resources
- Ensure all parents are aware of educational resources such as Khan Academy
- Encourage active participation in school functions
- Engage in other duties to connect African American families to King.

**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

Admin/ Office Team Meetings: Administration will meet weekly with the Office, HSL, and Plant Manager to set vision, to calendar, and to oversee school services to students and parents.

##### Owner(s):

Principal or Vice Principal

##### Timeline:

Weekly

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

Materials & Supplies and food for Parent Meetings.  
Babysitting Contracts

##### Specify enhanced services for EL students:

This service is not specifically directed to English Learners.

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

This activity will provide direct services to Title 1 Parents.

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

The Home School Liaison will attend all district level training sessions.

### Action 4

**Title:** Friday Morning Rallies

#### Action Details:

Friday morning school-wide rallies will be held each week for school-wide celebrations in the following areas:

1. Attendance competition: One class will be celebrated from TK-1, 2-3, 4-6. The class will be chosen for best attendance the previous week. The class will get to keep a "travelling trophy" in their class for the next week.
2. Individual Attendance: 5 students will be randomly selected who have had perfect attendance for the last 2 weeks. These students will receive prizes.
3. Reading Competition: One class from each grade level will be recognized for turning in the highest percentage of Reading Logs. That class will get to keep a "travelling trophy" in their class for the next week.
4. Guidelines for Success: 3-5 students will be recognized for following the Guidelines for Success and receive Principals Medal. This could include for Academic Achievement.
5. Staff/ Community Member Recognition: Individuals will be recognized for exemplary service to King by receiving Principals Coin.

6. Community-building

The rally will begin with the flag salute and conclude with a school-wide

Parents and community members will be invited to attend. The rally should take no more than 20 minutes to minimize impact on instructional time.

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

**Attendance:** Attendance will be monitored by the site Child Welfare Attendance Specialist. He/ she will report weekly to site administration weekly 1. Classrooms with best attendance percentages 2. 5 random students with perfect attendance for the week. This data will be used for the Friday Rally recognition.

Owner(s):

Principal & Vice Principal  
Child Welfare Attendance Specialist

Timeline:

Every Friday except when there is inclement weather.

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

**Reading Competition:** The librarian will implement a school-wide reading challenge. She will work with the Americore Volunteer to monitor reading log percentages turned in weekly and provide data to site administration for Friday Rally recognition.

Owner(s):

Principal & Vice Principal  
Librarian  
Americore Volunteer

Timeline:

Every Friday except when there is inclement weather.

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

**Guidelines for Success:** Teachers will monitor and nominate students who have been following the Guidelines for Success.

Owner(s):

Principal & Vice Principal  
Teachers

Timeline:

Every Friday except when there is inclement weather.

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

**Staff/ Community Member Recognition:** Staff, Parents, and Community Members can all nominate individuals to be recognized for exemplary service to King.

Owner(s):

Principal & Vice Principal

Timeline:

Every Friday except when there is inclement weather.

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

- Travelling Trophies
- Principals Medals
- Principals Coins
- Prizes for attendance/ Reading Competition (treats, snacks, King pennants)
- Banners & posters
- Cordless microphone for sound system

Specify enhanced services for EL students:

E.L. Students will be included in all of the recognition categories.

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

Describe Professional Learning related to this action:

Parents will be invited to participate. Parents can also be recognized for services such as volunteering, participating in ELAC & SSC, or other services to the King.

This activity will align to Restorative Practices training.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0260 King Elementary (Locked)

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

| Action | Funding       | Spending Activity                | Expense      | Personnel                  | FTE    | Vendor / Purpose of Expenditure  | Budget    |
|--------|---------------|----------------------------------|--------------|----------------------------|--------|--|-----------|
| G4A1   | LCFF: EL      | Parent Participation             | Direct-Food  |                            |        | : Food Services  | 1,000.00  |
| G4A2   | Title 1 Basic | Parent Participation             | Mat & Supp   |                            |        | Parent Involvement **NO FOOD, NO INCENTIVES**  | 1,240.00  |
| G4A2   | LCFF: EL      | Parent Participation             | Cls Sup-Sup  |                            |        | Translation Services   | 6,115.00  |
| G4A2   | LCFF: EL      | Parent Participation             | Oth Cls-Supp |                            |        | Babysitting for parent meetings  | 2,446.00  |
| G4A2   | LCFF: EL      | Parent Participation             | Mat & Supp   |                            |        | Food for meetings and activities   | 6,000.00  |
| G4A2   | LCFF: EL      | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Home/School Hmong | 0.4375 |  | 13,909.00 |
| G4A3   | Sup & Conc    | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Home/School       | 0.4375 | African American Home School Liaison to connect with families and students. Bridge the connection between home and school. | 15,121.00 |
| G4A3   | LCFF: EL      | Instruction                      | Mat & Supp   |                            |        | Materials and supplies   | 19,892.00 |

**\$65,723.00**

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

### State/Federal Dept 0260 King Elementary (Locked)

| Action | Funding       | Spending Activity                 | Expense       | Personnel                  | Fte    | Vendor / Purpose Of Expenditure  | Budget    |
|--------|---------------|-----------------------------------|---------------|----------------------------|--------|--|-----------|
| G1A1   | Title 1 Basic | Instruction                       | Teacher-Supp  |                            |        | Supplemental contracts   | 20,351.00 |
| G1A2   | Title 1 Basic | Instruction                       | Mat & Supp    |                            |        | Materials and Supplies **NO FOOD, NO INCENTIVES**  | 12,109.00 |
| G1A2   | Title 1 Basic | Instruction                       | Nc-Equipment  |                            |        | Technology purchases   | 12,000.00 |
| G1A2   | Title 1 Basic | Instruction                       | Direct-Graph  |                            |        | Graphics   | 2,000.00  |
| G1A2   | LCFF: EL      | Instruction                       | Direct-Other  |                            |        | ELPAC Assessors  | 2,000.00  |
| G1A3   | Title 1 Basic | Instruction                       | Direct-Maint  |                            |        | Technology Repairs (classroom devices only)  | 5,000.00  |
| G1A3   | Sup & Conc    | Instruction                       | Nc-Equipment  |                            |        | Technology   | 10,000.00 |
| G1A3   | LCFF: EL      | Instruction                       | Bks & Ref     |                            |        | Imagine Learning Licenses  | 8,820.00  |
| G1A4   | Sup & Conc    | Instruction                       | Bks & Ref     |                            |        | Starfall License   | 270.00    |
| G1A4   | Sup & Conc    | Instruction                       | Bks & Ref     |                            |        | : Learning A-Z; Raz-Plus and Headsprout  | 5,807.00  |
| G1A4   | Sup & Conc    | Instruction                       | Bks & Ref     |                            |        | : Moby Max License   | 3,500.00  |
| G1A4   | Sup & Conc    | Instruction                       | Cons Svc/Oth  |                            |        | Goal Book : Goalbook   | 5,000.00  |
| G1A4   | LCFF: EL      | Instruction                       | Nc-Equipment  |                            |        | Technology   | 13,351.00 |
| G1A5   | Sup & Conc    | Instruction                       | Subagreements |                            |        | California Teaching Fellows Foundation : Teaching Fellows  | 67,997.00 |
| G2A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                            |        | Materials and supplies   | 12,990.00 |
| G2A3   | Sup & Conc    | Instruction                       | Cons Svc/Oth  |                            |        | Fun Works : Funworks   | 2,500.00  |
| G3A1   | Sup & Conc    | Instructional Supervision & Admin | Direct-Maint  |                            |        | : Structural items and repairs for school  | 500.00    |
| G3A3   | Sup & Conc    | Attendance & Social Work Services | Subagreements |                            |        | Joint Opportunities : Hand to Hand Mentors   | 50,000.00 |
| G3A4   | Sup & Conc    | Guidance & Counseling Services    | Direct-Other  |                            |        | REA 2% Evaluation Fee  | 758.00    |
| G3A4   | Sup & Conc    | Guidance & Counseling Services    | Cons Svc/Oth  |                            |        | On-Site Counseling/FPU : Onsite Counselor  | 37,888.00 |
| G4A1   | LCFF: EL      | Parent Participation              | Direct-Food   |                            |        | : Food Services  | 1,000.00  |
| G4A2   | Title 1 Basic | Parent Participation              | Mat & Supp    |                            |        | Parent Involvement **NO FOOD, NO INCENTIVES**  | 1,240.00  |
| G4A2   | LCFF: EL      | Parent Participation              | Cls Sup-Sup   |                            |        | Translation Services   | 6,115.00  |
| G4A2   | LCFF: EL      | Parent Participation              | Oth Cls-Supp  |                            |        | Babysitting for parent meetings  | 2,446.00  |
| G4A2   | LCFF: EL      | Parent Participation              | Mat & Supp    |                            |        | Food for meetings and activities   | 6,000.00  |
| G4A2   | LCFF: EL      | Attendance & Social Work Services | Cls Sup-Reg   | Liaison, Home/School Hmong | 0.4375 |  | 13,909.00 |
| G4A3   | Sup & Conc    | Attendance & Social Work Services | Cls Sup-Reg   | Liaison, Home/School       | 0.4375 | African American Home School Liaison to connect with families and students. Bridge the connection between home and school. | 15,121.00 |
| G4A3   | LCFF: EL      | Instruction                       | Mat & Supp    |                            |        | Materials and supplies   | 19,892.00 |



\$338,564.00

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$52,700.00         |
| Sup & Conc            | 7090   | \$212,331.00        |
| LCFF: EL              | 7091   | \$73,533.00         |
| <b>Grand Total</b>    |        | <b>\$338,564.00</b> |

| Goal Totals   | Budget Totals       |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math                              | \$168,205.00        |
| G2 - All students will engage in arts, activities, and athletics                        | \$15,490.00         |
| G3 - All students will demonstrate the character and competencies for workplace success | \$89,146.00         |
| G4 - All students will stay in school on target to graduate                             | \$65,723.00         |
| <b>Grand Total</b>  | <b>\$338,564.00</b> |