

Lowell Elementary

10621666006373

Principal's Name: Miguel Naranjo

Principal's Signature:



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

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

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

Consolidated Program Assurances

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Miguel Naranjo	X				
2. Chairperson - Steve Popeno				X	
3. Kathleen Rodriguez		X			
4. Diana Grigorieff		X			
5. Dianne De La Cerda		X			
6. Lupe Zamudio			X		
7. Luz Gomez				X	
8. Antonio Bustos				X	
9. Robert Hernandez				X	
10. Claudia Silva				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Miguel Naranjo		3-29-17
SSC Chairperson	Steve Popeno		3-29-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Lowell - 0315

ON-SITE ALLOCATION

3010	Title I	\$35,662 *
7090	LCFF Supplemental & Concentration	\$125,398
7091	LCFF for English Learners	\$65,532
TOTAL 2017/18 ON-SITE ALLOCATION		\$226,592

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$670
Remaining Title I funds are at the discretion of the School Site Council	\$34,992
Total Title I Allocation	\$35,662

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	23/68	N/A ³	24.57%	30.80%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	26/68	N/A ³	20.26%	22.87%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	51/66	N/A ³	34.85%	18.75%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	63/68	0.00% ⁴	58.42%	66.78%	48.61%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	49/63	N/A ⁶	30.14%	22.06%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	60/63	N/A ⁶	56.16%	29.41%	6.15%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	17/67	N/A ⁷	N/A ⁷	26.88%	35.03%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	17/67	N/A ⁸	N/A ⁸	27.86%	34.97%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	35/68	9.79%	22.55%	16.23%	10.81%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	27/68*	23.28%	26.97%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	54/68	33.96%	35.44%	47.50%	32.73%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	44/68	94.02%	94.22%	94.66%	94.66%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	53/69	20.48%	19.80%	19.83%	16.38%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	45/68	N/A ¹⁰	N/A ¹⁰	42.51%	40.51%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	65/69	8.75%	0.00%	0.82%	0.83%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	43/68	8.15%	7.35%	8.20%	4.98%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	57/68	0.20%	0.20%	0.20%	0.21%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	65/67	29.82%	68.37%	8.61%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	23/68	N/A ¹³	N/A ¹³	73.21%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	55/69	N/A ¹³	N/A ¹³	60.69%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	38/68	N/A ¹³	N/A ¹³	57.92%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	37/68	N/A ¹³	N/A ¹³	71.03%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

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

Action # 1

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30	45	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	28	33	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	38	43	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Lowell will implement a school wide focus on utilizing data to drive instruction. All ACs will use the Data Analysis Protocol when reviewing student work and Common Formative assessments. Teachers will identify trends - strengths/growth areas, analyze the rigor of assessment items, and develop an action plan for corrective and/or extending instruction. Teachers will deconstruct essential standards, identify learning targets, and develop an instructional sequence.

SMART Goals

By the end of May 2018, number and percentage of 3rd-6th grade students will increase from 30% to 45% meeting or exceeding standards in English Language Arts as measured by the CAASPP. The remaining students will increase at least one performance band as measured by the CAASPP.

- Interim CFA 1 Target: Number and percentage of 1st-6th grade students will increase from 28% to 33% meeting or exceeding standards.
- Interim CFA 2 Target: Number and percentage of 1st-6th grade students will increase from 38% to 43% meeting or exceeding standards.
- Remaining students will increase at least one performance band as measured by the Interim CFA each administration period.

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

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

1. Grade 3-6 CAASPP
2. Grade 1-6 ELA Interim CFA 1 & CFA 2
3. AC Created ELA Common Formative Assessments
4. AC Created Common Assignments for Writing
5. Grade 2-6 DRP
6. K-6 BAS results
7. KAIG
8. K-3 DIBELS

Owner(s):

1. Teachers
2. Principal
3. Vice Principal
4. TSA
5. Teaching Fellows

Timeline:

August: CAASPP Data Analysis, Reflection, and Goal Setting (school wide, grade level, and individual)

All K-6 students will be BAS tested **quarterly** by teaching fellows, TSA and classroom teachers.

- BAS will be administered quarterly to progress monitor students in Kindergarten who are reading and by 3rd quarter for non-readers.

ACs will develop and administer multiple common formative assessments quarterly and analyze results in collaboration with administration.

- Weekly AC Meetings focused on strategies used for increasing reading, writing, and comprehension skills.
- Monthly ILT Meetings focused on analysis of student work.

All other assessments will be administered as per the district testing calendar and analyze results in collaboration with administration.

- Teachers will conduct data chats with students to review academic progress.
- Common Formative Assessments to assess progress on reading standards
- Common Assignments to assess progress on writing standards

KAIG will be administered quarterly to progress monitor students in Kindergarten.

DIBELS assessments will be administered weekly to progress monitor students in Reading Intervention.

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

Teachers will review results from CFAs, Common Assignments, reading levels, and other assessment results with parents during Parent/Teacher Conferences and on an as-needed basis.

Quarterly progress reports will be sent home to inform parents of their student's academic progress.

Parents will also be able to access student information through the parent portal and receive updates of their child's grades through Edutext.

During coffee hour sessions, parents will receive strategies to help their students at home. Training will be provided by site administrators, Parent University, and community agencies.

- SSC

Describe Related Professional Learning:

Teachers will receive ongoing professional development in creating and administering common formative assessments on the Illuminate platform.

Teachers will also receive professional learning and continuous practice with deconstructing standards, aligning content to the context of assessed standards, and the implementation of comprehensive reading, literacy, and ELD strategies in Language Arts.

Teachers will engage in professional reading with the books, "Design in Five" and "Learning by Doing" to implement strategies that will strengthen AC commitments around student achievement.

Teachers will participate in Grade Level Planning days and ACMs to review results from CFAs, Common Assignments, BAS reading levels, and other assessments. Data will be used to plan instruction for corrective instruction and/or extension lessons.

- ELAC
- Parent University modules
- Nutrition
- Safety
- Literacy & Math Strategies

Teachers will collaborate to create CFAs to assess Essential standards using Illuminate and Wonders assessment resources.

ILT members and administration will engage in monthly leadership meetings to discuss, analyze and reflect on student performance levels.

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

Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels.

Teachers and students will establish attainable classroom and grade level goals.

All teachers and students will develop a data wall to monitor BAS reading levels and student performance on Interim CFAs after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks.

Materials and supplies will be purchased in order to support students' academic achievement.

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

Teacher instruction will include SDAIE strategies, group discussions & presentations, visuals, TPR and Language Frames.

Bilingual Instructional Aides will support English Learners to access the core curriculum.

EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Lowell Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting for parent involvement	\$	2,411.00	
1	1	Sup & Conc	Instruction	Books & Other Reference				News ELAS License Purchase	\$	4,300.00	
1	1	Sup & Conc	Instruction	Copier Maintenance				Copier contract	\$	500.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets purchase	\$	5,150.00	
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Bus Transportation for educational study trips	\$	4,000.00	
1	1	LCFF: EL	Instruction	Direct-Maintenance (Dr)				Maintenance and technology repairs	\$	1,500.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies, materials, and resources for classrooms	\$	5,474.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Xerox paper and supplies	\$	6,000.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplies, materials, and resources from GRAPHICS	\$	2,000.00	
								Total	\$	31,335.00	

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	23	45	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	38	40	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	29	45	

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

Detail the Action

Students will meet or exceed the grade level standards for mathematics in third through sixth grade as measured by the California Assessment of Student Performance and Progress and the Fresno Unified Common Formative Assessments.

SMART Goals

By June of 2018, 45% of students will meet or exceed standards on the Fresno Unified Common Formative Assessments and the California Assessment of Student Performance and Progress.

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

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

- Teachers will build Common Formative Assessments using Illuminate.
- Teachers will progress monitor students on essential math standards using Common Formative Assessments.
- Weekly AC Meetings will be used to analyze student data on CFAs as well as to plan instruction for corrective teaching and enrichment activities.
- Beyond the Basic Facts will be administered quarterly to progress monitor all students in 1st - 6th.
- Classroom Observations/ Walkthroughs/ Feedback/ Reflective Conversations
- Daily Progress Monitoring
- Monthly ILT Meetings focused on analysis of student work
- Teachers will conduct data chats with students to review academic progress
- District Common Formative Assessments will also be used to progress monitor students.

Owner(s):

- Teachers
- Vice Principal
- Principal

Timeline:

Progress monitoring will begin in September of 2017 and continue throughout the school year.

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

Describe Related Professional Learning:

- Teachers will review the results of the math assessments with parents during Parent/Teacher Conferences.
- Quarterly progress reports will be sent home to inform parents of their student's academic progress which includes current academic achievement levels and Common Formative Assessment results.
- School-wide implementation of Beyond the Basic Facts will encourage students to practice their math facts and to be recognized for mastering their math facts at awards assemblies.
- Workshops for parents to help with mathematics at home.

- Professional Development on how to effectively implement Go Math Online will be provided to teachers so that they are able to utilize the digital resources associated with Go Math.
- Professional Development on strategic grouping for targeted instruction based on math assessment data.
- Staff collaboration, planning, and analysis of reading results during Accountable Community Meetings.
- Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students.

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

- All students will receive daily instruction using the GVC - Go Math.
- All students will receive daily instruction using Beyond the Basic Facts in order to promote fluency with math facts.
- Daily instruction will include the use of Complex Text, Talk, and Task.
- Academic incentives will be provided to classroom teachers and school-wide in order to promote mathematic achievement.
- Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success.

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

- Teachers will use SDAIE strategies, TPR and Language Frames.
- Teachers' lessons plans will foster English Language Development through reading, writing, speaking, and listening.
- Bilingual Instructional Aides will support English Learners to access the core curriculum.

Lowell Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance and technology repairs	\$	1,400.00	
									Total	\$	1,400.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	40	50	Tulare County Office of Education

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

Detail the Action

Lowell will implement a comprehensive reading program in which all students will engage in rigorous instruction aligned to state standards. All students will receive instruction using grade level materials as well as guided reading instruction to target students' instructional needs. Additionally, a reading intervention program with an emphasis on early literacy skills will be provided for students in grades K-3rd and on an as-needed basis for intermediate students.

SMART Goals

By the end of May 2017, number and percentage of K-3 students will increase from 40% to 50% of students reading on or above grade level as measured by the Benchmark Assessment System. The remaining students will increase at least one grade level in reading as measured by the BAS.

- Q1 BAS Target: 40% of K-3 students will read on or above grade level.
- Q2 BAS Target: 43% of K-3 students will read on or above grade level.
- Q3 BAS Target: 46% of K-3 students will read on or above grade level.
- Q4 BAS Target: 50% of K-3 students will read on or above grade level.

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

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

1. K-6 BAS
2. KAIG
3. DIBELS
4. DRP

Owner(s):

1. Teachers
2. Principal
3. Vice Principal
4. TSA
5. Teaching Fellows

Timeline:

August: All students will be BAS tested before school starts to determine baseline reading levels.

- BAS will be administered quarterly by teachers, Teaching Fellows, and TSA to progress monitor all K-6 students.

DRP will be administered to students in 2nd-6th grade per the district testing calendar (twice a year).

DIBELS assessments will be administered weekly to progress monitor students in Reading Intervention.

Teachers will conduct data chats with students to review academic progress after each assessment administration per the district testing calendar.

All other assessments will be administered as per Lowell and district testing calendar.

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

Teachers will review the results of the reading assessments with parents during Parent/Teacher Conferences.

Quarterly progress reports will be sent home to inform parents of their student's academic progress which includes current BAS/DRP levels.

School wide implementation of EFFORT reading logs will encourage students to read at home as part of their nightly homework assignment.

Workshops will be provided to parents to help with reading and writing strategies at home. Babysitting will be provided to ensure learning for parents without distractions.

During coffee hour sessions, parents will receive strategies to help their students at home. Training will be facilitated by site administrators, Parent University, and community agencies.

- SSC
- ELAC
- Parent University modules
- Nutrition
- Safety
- Literacy & Math Strategies

Describe Related Professional Learning:

Teachers will receive ongoing professional development and coaching support from Tulare County Office of Education to effectively implement Guided Reading instruction targeting reading and comprehension skills at students' instructional levels.

Teachers will receive ongoing professional development on:

1. strategic grouping for targeted instruction based on BAS/DRP data.
2. applying reading foundational skills during small group reading instruction.
3. classroom management to best maximize time during small group reading instruction.
4. selecting rigorous and worthy centers for student opportunities to reinforce and apply literacy skills.
5. implementation of high leverage strategies such as close reading, creating TDQs, note-taking tools, and student engagement strategies.
6. deconstruction of essential standards and identifying learning targets.
7. implementation of comprehensive reading, literacy, and ELD strategies in Language Arts.

Professional Development in the areas of Phonics, Phonemic Awareness, and Fluency will be provided to the Teaching Fellows to best meet the needs of students in Reading Intervention.

Teachers will analyze BAS results during ACMs and on Grade Level Planning days to plan and deliver instruction to best meet students' instructional reading needs.

Teachers will be provided with substitutes for release planning days throughout the school year to analyze reading results and develop lessons that meets the needs of all students.

ILT members and administration will engage in monthly leadership meetings to discuss, analyze, and reflect on student performance levels.

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

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

All K-6 students will receive daily Guided Reading instruction targeting students' instructional reading levels. Instruction will include both reading foundational skills (Phonics, Phonemic Awareness, Fluency with sight words) and reading comprehension skills. In addition, students will apply early literacy skills using leveled readers.

- Students will be strategically grouped for instruction based on BAS results.
- Guided Reading instruction will be 60 minutes daily with minimum of 4 rotations.
- Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels.

Guided Reading materials including Rigby Leveled Readers, Wonders Leveled Readers, NewsELA, and other literacy supplemental resources will be provided as needed.

All students will receive daily rigorous instruction from the adopted program where they will:

- use Complex Text, Talk, and Tasks to make connections, inferences, and construct viable arguments both verbally and written, about text purpose and author's point of view.
- engage in discussions and writing about texts.
- support responses with text evidence.

Students will make sense of both literary and informational selections by analyzing complex texts using a variety of reading strategies such as:

- close reading
- text annotations
- verbal and written response to Text Dependent Questions
- response to writing tasks that are reflective of the three writing types
- use of Cornell or 2-column notes or graphic organizers when processing texts to determine the main ideas, key details, central theme/idea, and overall text structure.

Academic incentives will be provided to students to promote reading at home and school.

Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success of all students.

Students will pair up with other grade levels as Reading Buddies through teacher collaboration.

Instruction will include SDAIE strategies, student discussions & presentations, visuals, TPR and Language Frames.

EL students will access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.

Bilingual Instructional Aides will support English Learners to access the core curriculum.

Lowell Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitutes for planning days and SST meetings	\$	2,325.00
3	1	Sup & Conc	Instruction	Other Classified-Supplemental				Tutoring for students provided by classified staff	\$	602.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Supplies, materials, and resources for classrooms	\$	15,011.00
3	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows Contract	\$	42,200.00
3	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local mileage for Home School Liaison	\$	400.00
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Tulare County Office of Education	Staff development on Guided Reading provided by TCOE	\$	8,000.00
3	1	Sup & Conc	Instruction	Books & Other Reference				Rigby Leveled Readers & supplemental text sets purchase	\$	2,000.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Incentives for reading and math achievement	\$	2,500.00
Total									\$	73,038.00

Action # 4

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

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	36	53	
2358 - EL's not advancing at least one proficiency level in Re-designation	1	2	

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

Detail the Action

Acoordinated effort by staff will be mounted to increase the re-designation rate for English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year

SMART Goals

By June of 2018, the fourth quarter English Learner Redesignation Report will show that 53% of English Learners that were designated as Long Term ELs were redesignated.

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

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

- CELDT
- BAS
- DRP
- Common Formative Assessments
- District Common Formative Assessments
- EL Goal Setting Reports
- School wide Quarterly Writing Samples

Owner(s):

- Teachers
- Vice Principal
- Principal

Timeline:

- CELDT will be administered in the fall of 2017 and results will be reviewed in January 2018
- BAS and DRP assessments will occur in fall, winter and spring.
- EL Goal Setting Reports will be reviewed on an ongoing basis
- Common Formative Assessments will be administered in the fall, winter, and spring.
- School wide Writing Samples will be administered quarterly with prompts reflective of each writing type.

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

- Teachers will review the results of the CELDT assessments with parents during Parent – Teacher conferences and by sending home updated test results in January 2018.

Describe Related Professional Learning:

- Professional Development on the implementation of Designated ELD and Integrated ELD will occur in August, September, and October of 2017.

- Information about the EL Redesignation progress will also be shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings.
- Home School Liaison will support with interpreting during ELAC, SSC, and Title I Meetings.
- Materials, resources, and supplies will be purchased for Coffee Hour meetings, ELAC, SSC, and Title I meetings
- Babysitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title I meetings.

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

- Teachers will conduct CELDT and BAS/DRP/CFA chats with students to review academic progress and EL status for redesignation.
- Students in 4th-6th grade will receive Agendas to organize class/homework assignments to stay on track with their academics.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both process writing and short term writing responses.
- Students will participate in class discussions through productive talk using “text talk” frames.
- Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day.
- NewsELA will be used as a supplemental resource for applying reading comprehension skills.
- Materials and supplies will be purchased in order to support students' academic achievement.

- Professional Development on how to integrate ELA/ELD standards during English Language Arts block using the new ELA adoption will occur in August. Follow-up professional learning will occur throughout the academic school year.
- Professional Development on SDAIE strategies will occur in August of 2017.
- Staff collaboration around engaging students ELD and ELA Standards, learning experiences involving DOK levels 2, 3 & 4, and assessments that are standards based and aligned to the CAASPP will occur during AC meetings.
- Teachers will receive Professional Development on text structures, text complexity, and writing types.
- Teachers will use grade level rubrics to score student writing samples. Analysis of student writing will indicate steps for writing instruction.
- Review productive talk routines and procedures
- Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students.

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

- Designated and Integrated ELD will occur on a daily basis.
- A CELDT “Boot Camp” targeting the specific needs of ELL students in Reading, Writing, Listening and Speaking as identified by the CELDT will be integrated into the school day during the month of September 2016.
- Supplemental materials and supplies will also be purchased for ELL students in order to increase their redesignation rate.
- Bilingual Instructional Aides will support English Learners to access the core curriculum
- A Home School Liaison will support EL students and their families through interpreting, outreach, home visits and related services.
- CELDT Assessors will support with administering the CELDT.
- Spanish and Hmong translators will be provided to support during parent/teacher conferences and school meetings.

Lowell Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$ 11,377.00
4	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$ 10,947.00
4	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$ 11,366.00
4	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$ 10,524.00
4	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Teacher substitutes for planning days and SST meetings	\$ 2,325.00
4	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Babysitting for parent involvement	\$ 2,411.00
4	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Translators for school wide meetings	\$ 2,411.00
4	2	LCFF: EL	Instruction	Books & Other Reference				Professional reading, Rigby Leveled Readers and text sets purchase	\$ 5,000.00
4	2	LCFF: EL	Instruction	Materials & Supplies				Supplies, materials, and resources for classroom	\$ 8,948.00
4	2	LCFF: EL	Instruction	Non Capitalized Equipment				Tablets purchase	\$ 5,500.00
4	2	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$ 1,600.00
								Total	\$ 72,409.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	73	83	Other - Please specify within action

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

Detail the Action

Lowell will establish a school culture of high expectations for learning, acceptance, and team collaboration where all students can excel academically, socially, and emotionally, thus ensuring that students continue to strengthen a growth mindset and be productive critical thinkers.

SMART Goals

By the end of May 2018, number and percentage of students will increase from 61% to 83% having a positive growth mindset as measured by the SEL & SCC student surveys for questions 10-13.

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

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

1. SEL/SCC Student Survey
 2. D/F grades report
 3. Goal 2 Engagement Report
 4. Suspension Report
 5. Ongoing classroom walkthrough feedback from administration
 6. Class Meetings Verification forms
-
1. Interim CFAs
 2. BAS reading
 3. KAIG

Owner(s):

1. Administrators
2. All Certificated Staff
3. All Classified Staff
4. All students

Timeline:

August: Launch school wide theme to build positive growth mindsets in adults and students.

Annual SEL/SCC student surveys (February)

- All students and adults will respond to an initial survey as they reflect on the 4 questions (Q10 - Q13) and each quarter there after to monitor growth mindset progress.

In collaboration with administration, teachers will review academic assessments (ie. Interim CFAs, quarterly report cards, KAIG, BAS, etc.) as per district testing calendar to correlate trends and measure impact of positive mindsets on academics.

Classroom Meeting verification forms will be turned into administration by teachers on a quarterly basis.

Teachers will receive ongoing classroom walk-through feedback from administration on the implementation of classroom meetings.

Administration will monitor suspension data on a monthly basis.

Administration will monitor student involvement in Goal 2 Engagement activities as per district sports calendar.

- Intermediate teachers will encourage students to participate in sports.
- Intermediate teachers will ensure students in sports meet the academic requirement of a 2.0 GPA or higher.

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

Teachers will conference with parents regarding their student's behavior during parent conferences and on an as-needed basis.

Administration will keep parents informed of the progress of school suspension and review strategies on how to help these students at home during Coffee Hour meetings, ELAC, SSC, and Title I meetings.

Incentives will be given for parent participation in school functions.

Materials, resources, incentives, and supplies will be purchased for all parent meetings. Babysitting will be provided to allow learning opportunities for parents without distractions.

Intermediate teachers and students will use Agendas to organize and keep track of assignments and school events. The agendas are used as a communication tool between parents, students, and teachers.

Describe Related Professional Learning:

Teachers will receive ongoing professional learning on:

1. Growth Mindsets
2. Self and Collective Efficacy
3. Self-Management
4. Classroom Management

Teachers will receive ongoing professional learning on the Safe and Civil Schools initiative and classroom management strategies.

- implement and refine management strategies.
- implementation of OLWEUS and class meetings to promote positive behavior and prevent out of school suspensions.

CSI Lowell members consisting of both certificated and classified members will receive additional release days

for planning and developing school wide activities to maintain a school climate culture that promotes/supports positive interactions and growth mindsets for all students.

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

On-site counseling will also be available for students displaying social/emotional challenges.

All students will take part in classroom meetings and instruction that incorporates classroom management strategies that promote positive behavior.

Materials and academic incentives will be purchased to motivate student participation in sports, activities, clubs, and maintaining good grades.

- A wide array of materials will be necessary for activities during the Anti-Bullying launch, in addition to the incentives for character counts and student of the month.
- T-shirts and medals will be awarded for perfect attendance and academics

Students will participate in Warrior Day at the end of each quarter.

Field trip entrance fees and transportation costs will be covered (as fund allow) to enhance student learning while making connections to real-world situations.

Intermediate students will develop management skills using an Agenda to organize and keep track of assignments and events.

- Agendas will serve as an organizational tool for students.
- Agendas will also serve as a communication tool between teachers, students, and parents.

Materials and supplies will be purchased in order to support students' academic achievement.

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

All students including English Learners will participate in the same activities, same instruction and receive the same type of incentives as the other students.

Lowell Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Parent Participation	Materials & Supplies				FOOD, supplies, and materials for parent involvement	\$	4,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				On-Site Counseling -2% evaluation fee	\$	730.00
5	2	Title 1 Basic	Attendance & Social Work Services	Sub-agreements for Services			On-Site Counseling/FPU	On-Site Counseling/Fresno Pacific University	\$	16,000.00
5	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent communication through mail/letters	\$	200.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Agendas, materials & incentives for improving attendance, growth mindsets, and self-management	\$	4,000.00
5	2	LCFF: EL	Instruction	Materials & Supplies				Incentives for improving attendance and academic achievement	\$	2,500.00
Total									\$	27,430.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7134 - Elementary students self-efficacy survey results for questions 14-17	57.9	85	

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

Detail the Action

Lowell will establish a school culture where all students believe in themselves so that they can excel academically, socially, and emotionally, thus ensuring that students continue to strengthen their self-efficacy and are productive critical thinkers.

SMART Goals

By June of 2018, 83% of students will have improved Self-Efficacy by having favorable responses to questions 14-17 on the 2018 School Climate and Culture Survey.

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

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

1. SEL/SCC Student Survey
 2. D/F grades report
 3. Goal 2 Engagement Report
 4. Suspension Report
 5. Ongoing classroom walkthrough feedback from administration
 6. Class Meetings Verification forms
-
1. Interim CFAs
 2. BAS reading
 3. KAIG

Owner(s):

1. Administrators
2. All Certificated Staff
3. All Classified Staff
4. All students

Timeline:

August: Review School Culture and Climate Survey with staff to analyze how students responded to the following questions:

1. I can earn a grade in my classes.
2. I can do well in school
3. I can master the hardest topics in my classes.
4. I can meet all the learning goals my teachers set.

Teachers will conduct a Root Cause Analysis in order to determine the reasons for their students low self-efficacy and to find possible solutions for improving the students' self-efficacy.

August - May: Teachers will use the book *Students at the Center: Personalized Learning with Habits of Mind* in order to improve their students' self-efficacy.

Annual SEL/SCC student surveys (February)

- All students and adults will respond to an initial survey as they reflect on the 4 questions (Q10 - Q13) and each quarter there after to monitor growth mindset progress.

In collaboration with administration, teachers will review academic assessments (ie. Interim CFAs, quarterly report cards, KAIG, BAS, etc.) as per district testing calendar to correlate trends and measure impact of positive self-efficacy on academics.

Classroom Meeting verification forms will be turned into administration by teachers on a quarterly basis.

Teachers will receive ongoing classroom walk-through feedback from administration on the implementation of classroom meetings.

Administration will monitor suspension data on a monthly basis.

Administration will monitor student involvement in Goal 2 Engagement activities as per district sports calendar.

- Intermediate teachers will encourage students to participate in sports.
- Intermediate teachers will ensure students in sports meet the academic requirement of a 2.0 GPA or higher.

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

Teachers will conference with parents regarding their student's behavior during parent conferences and on an as-needed basis.

Administration will keep parents informed of the progress of school suspension and review strategies on how to help these students at home during Coffee Hour meetings, ELAC, SSC, and Title I meetings.

Incentives will be given for parent participation in school functions.

Materials, resources, incentives, and supplies will be purchased for all parent meetings. Babysitting will be provided to allow learning opportunities for parents without distractions.

Intermediate teachers and students will use Agendas to organize and keep track of assignments and school events. The agendas are used as a communication tool between parents, students, and teachers.

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

On-site counseling will also be available for students displaying social/emotional challenges.

All students will take part in classroom meetings and instruction that incorporates classroom management strategies that promote positive behavior.

Materials and academic incentives will be purchased to motivate student participation in sports, activities, clubs, and maintaining good grades.

- A wide array of materials will be necessary for activities during the Anti-Bullying launch, in addition to the incentives for character counts and student of the month.
- T-shirts and medals will be awarded for perfect attendance and academics

Students will participate in Warrior Day at the end of each quarter.

Field trip entrance fees and transportation costs will be covered (as fund allow) to enhance student learning while making connections to real-world situations.

Intermediate students will develop management skills using an Agenda to organize and keep track of assignments and events.

- Agendas will serve as an organizational tool for students.
- Agendas will also serve as a communication tool between teachers, students, and parents.

Materials and supplies will be purchased in order to support students' academic achievement.

Describe Related Professional Learning:

Teachers will receive ongoing professional learning on:

1. Growth Mindsets
2. Self and Collective Efficacy
3. Self-Management
4. Classroom Management

Teachers will receive ongoing professional learning on the Safe and Civil Schools initiative and classroom management strategies.

- implement and refine management strategies.
- implementation of OLWEUS and class meetings to promote positive behavior and prevent out of school suspensions.

CSI Lowell members consisting of both certificated and classified members will receive additional release days for planning and developing school-wide activities to maintain a school climate culture that promotes/supports positive interactions and growth mindsets for all students.

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

All students including English Learners will participate in the same activities, same instruction and receive the same type of incentives as the other students.

Lowell Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	LCFF: EL	Parent Participation	Materials & Supplies				Supplies, materials, and resources for parent involvement	\$ 500.00
6	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			On-Site Counseling/FPU	On-Site Counseling/Fresno Pacific University	\$ 20,480.00
								Total	\$ 20,980.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0315 Lowell Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Supplies, materials, and resources for classrooms	5,474.00
1	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent involvement	2,411.00
1	1	Sup & Conc	Instruction	Bks & Ref			News ELAS License Purchase	4,300.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Xerox paper and supplies	6,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Supplies, materials, and resources from GRAPHICS	2,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Tablets purchase	5,150.00
1	1	Sup & Conc	Instruction	Copier Maint			Copier contract	500.00
1	1	Sup & Conc	Instruction	Direct Trans			Bus Transportation for educational study trips	4,000.00
1	1	LCFF: EL	Instruction	Direct-Maint			Maintenance and technology repairs	1,500.00
2	1	Sup & Conc	Instruction	Direct-Maint			Maintenance and technology repairs	1,400.00
3	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local mileage for Home School Liaison	400.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for planning days and SST meetings	2,325.00
3	1	Sup & Conc	Instruction	Oth Cls-Supp			Tutoring for students provided by classified staff	602.00
3	1	Sup & Conc	Instruction	Bks & Ref			: Rigby Leveled Readers & supplemental text sets purchase	2,000.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Incentives for reading and math achievement	2,500.00
3	1	Sup & Conc	Instruction	Mat & Supp			Supplies, materials, and resources for classrooms	15,011.00
3	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Contract	42,200.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Tulare County Office of Education : Staff development on Guided Reading provided by TCOE	8,000.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		11,377.00
4	2	LCFF: EL	Instruction	Teacher-Subs			Teacher substitutes for planning days and SST meetings	2,325.00
4	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		11,366.00
4	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,947.00
4	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,524.00
4	2	LCFF: EL	Instruction	Bks & Ref			Professional reading, Rigby Leveled Readers and text sets purchase	5,000.00
4	2	LCFF: EL	Instruction	Mat & Supp			Supplies, materials, and resources for classroom	8,948.00
4	2	LCFF: EL	Instruction	Nc-Equipment			Tablets purchase	5,500.00
4	2	LCFF: EL	Instruction	Direct-Other			CELDT Assessors	1,600.00
4	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting for parent involvement	2,411.00
4	2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for school wide meetings	2,411.00
5	2	Title 1 Basic	Attendance & Social Work Service	Subagreements			On-Site Counseling/FPU : On-Site Counseling/Fresno Pacific University	16,000.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Agendas, materials & incentives for improving attendance, growth mindsets, and self-management	4,000.00

5	7	Sup & Conc	Parent Participation	Mat & Supp	: Parent communication through mail/letters	200.00
5	2	Sup & Conc	Parent Participation	Mat & Supp	FOOD, supplies, and materials for parent involvement	4,000.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other	On-Site Counseling -2% evaluation fee	730.00
5	2	LCFF: EL	Instruction	Mat & Supp	: Incentives for improving attendance and academic achievement	2,500.00
6	2	Sup & Conc	Guidance & Counseling Services	Subagreements	On-Site Counseling/FPU : On-Site Counseling/Fresno Pacific University	20,480.00
6	2	LCFF: EL	Parent Participation	Mat & Supp	Supplies, materials, and resources for parent involvement	500.00
						\$226,592.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$35,662.00
Sup & Conc	7090	\$125,398.00
LCFF: EL	7091	\$65,532.00
Grand Total		\$226,592.00

Domain Totals	Budget Totals
Academic	\$102,962.00
SEL / Culture & Climate	\$123,630.00
Grand Total	\$226,592.00