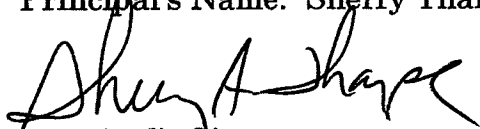


Olmos Elementary

10621660113829

Principal's Name: Sherry Tharpe



Principal's Signature:

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

Table of Contents	
Topic	Details
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>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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

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

Consolidated Program Assurances

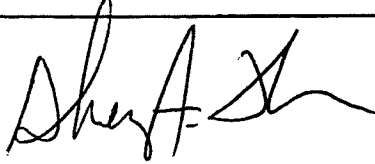
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sherry Tharpe	X			X	
2. Chairperson - Adela Moreno		X			
3. Cindy Romero		X			
4. Sandra Orozco		X			
5. Kathy Kandarian			X		
6. Andrew Gomez				X	
7. Elena Macedo				X	
8. Alexa Leyva				X	
9. Francisca Damaso				X	
10. Alejandra Castillo					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>1/28/18</u> .

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	Sherry Tharpe		3/16/17
SSC Chairperson	Adela Moreno	Adela Moreno	3/16-17

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

Olmos - 0530

ON-SITE ALLOCATION

3010	Title I	\$61,747 *
7090	LCFF Supplemental & Concentration	\$209,237
7091	LCFF for English Learners	\$148,209
TOTAL 2017/18 ON-SITE ALLOCATION		\$419,193

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,159
Remaining Title I funds are at the discretion of the School Site Council	\$60,588
Total Title I Allocation	\$61,747

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)	62/68	N/A ³	13.03%	16.63%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	66/68	N/A ³	6.11%	11.43%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	43/66	N/A ³	17.09%	20.00%	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	59/68	0.00% ⁴	57.27%	63.37%	50.37%	•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	61/63	N/A ⁶	10.19%	13.14%	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	57/63	N/A ⁶	23.15%	35.77%	4.24%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	64/67	N/A ⁷	N/A ⁷	13.31%	20.96%	•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	53/67	N/A ⁸	N/A ⁸	17.15%	23.80%	•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).	66/68	6.77%	13.30%	8.04%	7.36%	•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)	53/68*	17.75%	18.59%	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	47/68	35.60%	36.88%	45.86%	42.93%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	43/68	94.94%	94.57%	94.69%	95.30%	•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)	54/69	16.59%	18.49%	19.91%	14.30%	•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)	58/68	N/A ¹⁰	N/A ¹⁰	49.12%	39.16%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	62/69	4.95%	0.22%	0.55%	0.23%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	18/68	4.38%	3.12%	4.07%	2.82%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.23%	0.00%	0.00%	0.00%	•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)	4/67	31.45%	62.25%	98.46%	94.59%	•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.	51/68	N/A ¹³	N/A ¹³	68.95%	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.	8/69	N/A ¹³	N/A ¹³	74.39%	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.	18/68	N/A ¹³	N/A ¹³	61.99%	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.	14/68	N/A ¹³	N/A ¹³	74.75%	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

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

Action # 1

Domain

1. Academic Performance

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	16	26	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	16	26	A-Z Reading
3169 - 3rd grade students reading at grade level	16	26	Other - Please specify within action

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Olmos Elementary will implement a comprehensive balanced literacy program which includes RtI, tiered levels of support, and key reading components such as phonemic awareness, phonics, fluency, comprehension and vocabulary. Language arts instruction will be aligned with CCSS across all content areas (Including Appendix C and utilizing the EL Frameworks).

All students will remain on track to advance at least one grade level per year as measured by BAS and interim assessments and monitored quarterly by teachers and Admin during AC meetings.

SMART Goals

By June 2018, the percentage of students scoring Standard Not Met or Standard Nearly Met on **ELA** on the SBAC will increase from 16% to 26% as evidenced by SQII indicator for 17-18 school year. The achievement gap will close by a factor of 10%.

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

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

Teaching Fellows will meet monthly with the site case manager and site admin, academic coach, and lead teachers to progress monitor.

Cross triangulation of the following assessments will ensure accuracy in student support services:

- KSEP
- BAS/Fluency (K and 1st) Quarterly administration
- DRP (2nd and 3rd)
- Interim Assessment Administration
- Language Arts Grades
- Common Formative Assessments
- Common Assignments
- Additional SQI Indicators
- Progress Monitoring Assessments for SBAC
- Progress Monitoring for SEL
- Instructional Practice Guide
- Classroom walk-throughs and feedback
- ELPAC
- Quarterly Writing Assessments

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

- A copier will be leased to provide parent communication for parent meetings and events.
- Parents will be updated during the SSC Meetings, Title I meeting, and the Friday Coffee Chat meetings.
- Food will be provided for parent meetings
- Babysitting will be provided for parent meetings
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- Parents will receive their child's test scores following each assessment administration
- Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda
- Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- Each teacher will provide parents a review of the EDUTEXT and Parent Portal during Back to School Night and fall parent-teacher conferences.
- Class Dojo will serve as an alternative communication tool offering real-time communication and feedback
- School Messenger, parent coffee chats, parent university workshops, School Website, school marquee, the

Owner(s):

- Admin
- Academic Coach
- TSA
- Leadership Team
- Teaching Fellows
- AC Teams

Timeline:

Ongoing from September 2017 through June 2018

Describe Related Professional Learning:

- Teaching Fellows will be trained on site by the case manager. They will learn how to implement basic literacy strategies (Words their Way, Bear, Invernizzi, Templeton, & Johnston), including how to properly administer individual student assessments.
- Provide continued development of CC Standards and strategies in order to increase (DOK) in all content areas
- Alignment of CCSS with integration of thinking skills
- Increase Digital Literacy
- Assessment-Driven Accountable Communities
- Analysis of student work to determine individual student progress to determine essential learning targets
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their AC's
- Using designated hours or 54 hours allowed per the CBA, teachers will meet weekly to determine essential standards and learning targets
- Visible Learning book will be utilized to validate action plans that support S.M.A.R.T. Goals.
- Professional learning will include learnings on the Common Core Companion in ELA and Math

parent newsletters (the Sunbeam and parent roadmap for ELA and Math) will be used to communicate with parents.

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

- Materials and supplies will be provided to support the balanced literacy program including but not limited to notebooks, xerox paper, agendas, pens, pencils, butcher paper, graphics printing, crayons, markers, laminating film, poster paper, and hardware maintenance.
- Funds will be provided to purchase technology to support the balanced literacy program, including all components, guaranteed and viable curriculum (Wonders), RtI instructional resources such as Reading Mastery, and Corrective Reading, online learning subscriptions, tablets, projectors, lamps, document cameras, tablet carts, , power strips, cables, printers, ink toner, maintenance and repairs for technology, etc.
- Students will receive targeted instruction from teachers and trained paraprofessionals (Teaching Fellows).
- Olmos Elementary will contract 7 Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. 6 Teaching Fellows will be embedded into classrooms alongside certificated staff. The seventh Teaching Fellow will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students Monday thru Thursday, and meet on Fridays to assess students, plan next steps, and prepare lessons and materials for the following week. Teaching fellows, as well as district classroom paraprofessionals will be trained to assess students using all components of the BAS assessment.
- Literature novels will be purchased to support the balanced literacy program
- A .375 fte resource lab aide will be funded to provide supplemental instruction by supporting the RtI program
- A .4375 fte resource lab aide will be funded to place orders of materials and supplies of categorical funds to support classroom instruction for at-risk students.
- Substitute teachers will be provided to support SST meetings, data chats, peer observations, and IEP meetings.
- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principals (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning
- Rich, complex texts and Chapter books/text sets will be purchased to support the guaranteed and viable curriculum and RIRA lessons
- RtI Team will meet with TSA to restructure student groupings, based on current assessment data (Read Naturally, CFAs and uniform classroom assessments)
- Classroom instruction will be tied directly to assessment analyzed by AC teams.
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests. Additionally, funds will be provided for web-based learning subscriptions including, but not limited to Accelerated Reader, A-Z Reading, MobyMax, Starfall, etc.
- Awards and incentives will be purchased for academic achievement
- The balanced literacy program will be supported with learning opportunities that extend beyond the

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

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

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annually and Tri-annually
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- CYS Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations from West Ed. Consultants and FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.
- Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measure to design instruction for English Learners.
- Teachers will utilize the EL Frameworks and Appendix C of the CCSS to guide planning and EL instruction.

classroom via academic field trips. (Including transportation and admission fees)

- Local author, Steve Riley, will facilitate writing and illustrating workshops for students during Read Across America Week.

Olmos Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.4375		Categorical Resource Lab Aide	\$ 13,530.00
1	1	LCFF: EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750		Resource Lab Aide	\$ 8,218.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Professional Learning	\$ 2,037.00
1	1	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting for parent meetings	\$ 3,012.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	\$ 484.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Web Subscriptions	\$ 9,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$ 17,327.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	\$ 15,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance for Technology	\$ 1,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics Non EL	\$ 1,200.00
1	1	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphics for EL	\$ 1,200.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	7 Teaching Fellows 160 Days	\$ 60,104.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Title I Parent Involvement	\$ 1,159.00
1	1	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage	\$ 750.00
								Total	\$ 134,021.00

Action # 2

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	17.5	26	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Students will be provided with math instruction that reflects the siffs of CCSS, coherence, and rigor. Students will be provided opportunities to productively struggle using the guaranteed and viable curriculum, GoMath.

SMART Goals

By June 2018, 26% of students will score standard met or nearly met on the math SBAC, an increase from 17.15% in 2016.

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

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

- Common Formative Assessments
- Go Math Chapter tests and performance tasks
- Grades
- Quarterly math fluency
- Daily progress monitoring (walk-throughs, feedback, reflective conversations)
- Classroom feedback based on the IPG tool

Owner(s):

- Admin
- Teachers
- Academic Coach
- TSA

Timeline:

Ongoing from August 2017 through June 2018.

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

- Parent-Teacher conferences will be scheduled at the end of the first quarter, and throughout as needed
- Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- Parents will receive their child's test scores following each assessment administration
- Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate

Describe Related Professional Learning:

- IPW walks for admin
- Common formative assessments
- Challenging content
- Full implementation of the guaranteed and viable curriculum
- Student ownership in thinking
- Utilizing technology during math instruction
- Peer observations
- Real life/problem-solving /application

- A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda
- Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- Each teacher will provide parents a review of the EDUTEXT and Parent Portal during Back to School Night and fall parent-teacher conferences.
- Class Dojo will serve as an alternative communication tool offering real-time communication and feedback
- School Messenger, parent coffee chats, parent university workshops, School Website, school marquee, the parent newsletters (The Sunbeam and parent roadmap Math) will be used to communicate with parents.

- Teachers will work with district math coaches during AC time to plan utilizing the CCI model and common formative assessments (CFA's) to support math instruction.

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

- Go Math Curriculum
- Calculators
- Purchase of technology, including, but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, etc.
- Web-based learning subscriptions and/or publications
- Individual goal-setting
- Increase digital literacy of students in alignment with the state Standards for Technology
- Math Manipulatives
- Supplemental Service contracts for teachers to tutor students after school
- SST's to plan interventions based on student progress monitoring
- Awards and incentives for academic achievement
- Substitute teachers for teacher walk thrus
- Home Depot blanket purchase order to purchase white boards for students to provide immediate feedback during math instruction

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

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

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annually and Tri-annually
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- CYS Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily. Instruction will be based on recommendations by English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.
- Teachers will use the English Language Proficiency Assessment of CA (ELPAC) as a baseline measure to design instruction for English Learners.

Olmos Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	LCFF: EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750				\$ 8,218.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				PLI Program & Technology		\$ 31,963.00
									Total	\$ 40,181.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
863 - EL's attaining English proficiency in less than five years	30	23	A-Z Reading

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

Detail the Action

Olmos Elementary will implement a comprehensive, balanced language acquisition program in which ongoing assessment and immediate response to assessment will drive student progress.

SMART Goals

By June 2018, the current number of English Learners continuously enrolled for 5 years or more will decrease from 30% to 23%.

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

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

- RIRA Lesson Feedback during AC Meetings
- West Ed Instructional Strategies
- Disaggregated BAS/DRP/Illuminate data by EL Subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report Classroom Walkthroughs and Feedback using the Instructional Practice Guide

Owner(s):

Admin
TSA (EL Site Rep)
Academic Coach
LTEL Students

Timeline:

September 2017 through May 2018

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

- Language interpreters will be provided for parent meetings, including SSC/ELAC meetings and parent teacher conferences.
- Make it, Take it materials and supplies will be provided for students and parents to support language learning in the home.
- Food will be provided for parent meetings
- Babysitting will be provided for parent meetings
- Written translation and language interpreter services will be provided as needed
- Teachers will review EL Goal Setting Report, ELPAC, and academic assessment results with parents and

Describe Related Professional Learning:

- Support teachers in utilizing English Learner (EL) Goal Setting Report to identify target students and their instructional needs
- Continue development and support with progress monitoring and identification of potential at-risk and long-term EL students (LTEL's)
- ELPAC Assessment
- English Language Development (ELD) instruction through integrated and designated instruction
- Deconstruction ELD standards and alignment with ELA standards
- Continue to provide training in RIRA, and rapid language acquisition strategies through English Learner

provide guidance on how to help students advance English language proficiency.

- Weekly School Messenger messages will be communicated on Sunday evenings to keep parents abreast on school related events.
- A minimum of four SSC meetings will be held throughout the year
- Spring Open House will showcase comprehensive student work/progress
- Parent-Teacher conferences will be scheduled at the end of the first quarter
- Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- Parents will receive their child's test scores following each assessment administration
- Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda
- Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- Home school liaison will provide information and support for families and build relationships/communication between home and school.

Services Dept. using the EL Frameworks and the CCSS Appendix C

- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- Professional learning books will be purchased
- Language interpreters will be provided for parent meetings
- Teachers will work with instructional and EL coaches during AC time and PL days to plan utilizing the CCI model and common formative assessments (CFAs) to support EL instruction.

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

- ATSA will be split-funded (.51 site) with FUSD to serve as case manager to oversee EL growth. TSA will facilitate ELD boot camp for LTELs.
- Teachers will work in their AC's to develop goals for all English learners with a focus on LTELs.
- Teachers will plan lessons with their ACs around incorporating academic discourse to accelerate language acquisition.
- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and EL standards instruction. Teachers will check for understanding regularly, incorporate foundations principles (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning
- Substitute teachers will be provided to support professional learning (Language Team Development), peer observations
- Substitute teachers will be provided to administer the ELPAC assessment
- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- Technology will be provided to support the English language Development Program
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text

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

- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from the English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests
- Materials and supplies will be provided to support instruction of EL standards –including, but not limited to: notebooks, Xerox Paper, graphics print jobs, printer toner, pens, pencils, butcher paper, crayons, markers, carts, laminating film, student agendas, construction paper, and any other associated items to support English language development, laminating film, poster paper, early learning role play materials to promote oral language, student agenda planners, and die cut machine
- Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, innk toner, cables, audio/visual equipment, funds to repair and maintain technology, and other supplies to complete the English language development program needs)
- A supplemental copier will be leased to support EL instruction as well as parent communication
- Additionally, Supplemental Service contracts will be offered to teachers to service at-risk students and LTELS. Tutoring will be based on research based instructional strategies such as "Words their Way, What Works in Schools and other research-based materials.
- EL students will participate in *designated* and *integrated* EL instruction
- TSA will conduct ELPAC Data chats with targeted LTEL students
- Teachers will review EL Goal Setting Report and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated English Language instruction throughout the day in every lesson content area
- LTEL students will be referred to the Student Success Team, as needed
- Paraprofessionals will support Action 3 Smart Goals to increase redesignation eligibility criteria. They will support teachers by ordering materials and supplies for EL instructional program.
- Teachers will receive feedback from admin and coaches using the West Ed. Observation feedback tool.

Olmos Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		.375 Home School Liaison	\$	11,335.00
3	2	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.5100		.51 TSA	\$	59,355.00
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SSTs, IEPs and professional learning	\$	6,974.00
3	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Language Interpreters for parent meetings/conferences	\$	2,893.00
3	2	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies for EL	\$	20,000.00
3	1	LCFF: EL	Parent Participation	Materials & Supplies				Food for Parent Meetings EL	\$	2,460.00
3	2	Sup & Conc	Instruction	Office Equipment Lease				Supplemental Copier Lease	\$	5,300.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$	6,000.00
Total									\$	114,317.00

Action # 4

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

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	19.91	16	Comprehensive Youth Services

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

Detail the Action

Number and percentage of students who are chronically absent decrease from 20% to 15% ACWA worker will closely monitor these students and enroll them in clubs such as Girl Power and Boys to Men to increase their interest in school and teach them ways to mitigate age appropriate social, personal, and academic challenges.

SMART Goals

By May 2018, the number and percent of students who are chronically absent will decrease from 20% to 16% (4% Decrease)

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

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

Owner(s):

Timeline:

- AC Teams will align their goals with site goals identified in SPSA Actions
- Goals will align with RIRA Lesson Feedback during AC Meetings
- ELPAC
- Disaggregated BAS/DRP/Interim Assessment data by EL Subgroup
- Common Formative Assessments
- Instructional Practice Guide
- CCI Model will be utilized to progress monitor

- Admin
- CWA Worker
- Office Assistants

Ongoing from August 2017 thru May 2018

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

Describe Related Professional Learning:

- A.4375 HSL will be provided to communicate with parents of staff's behalf and interpret at parent meetings. HSL will be reimbursed for mileage for job related expenses.
- Cell phone hardware and service will be provided to allow admin to communicate with parents
- Weekly messages will be communicated via School Messenger.
- Monthly parent newsletters will be sent home to announce special upcoming events
- Parent-Teacher conferences will be scheduled at the end of the first quarter

- School psychologist and CYS-SAP Counselor will present to staff twice per year during site PL meeting to provide an overview of services and look-for's. CYS-SAP Counselor will show a positive impact on chronically absent students as evidenced by attendance data on ATLAS.
- School Health Aide will maintain a current public safety/CPR certification.
- Review policies and procedures for quarterly attendance incentives
- Review policies and procedures for daily attendance

- Each teacher will review each student's reading grade level in a comprehensible manner to parents in their primary language
- Parents will be provided with a Student/Parent Handbook at the beginning of the school year
- Parents will receive their child's test scores following each assessment administration
- Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate
- A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions
- Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents
- Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos
- Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda
- Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- Each teacher will provide parents a review of the EDUTEXT and Parent Portal during Back to School Night and fall parent-teacher conferences.

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

- Supplemental service contracts will be offered classified staff to monitor and promote student attendance, assist CWA worker, and update parent contact information
- Materials and supplies will be purchased to support all efforts to increase student attendance.
- Technology will be purchased to support student attendance by digitally enhancing the learning environment. Technology use in the classroom will also aim to increase interest in school and encourage student attendance.
- Funds will be provided to support community events and partnerships to promote student attendance.
- Funds will be provided to fund a .10 fte school psychologist. School psych will aim to increase student attendance by addressing student behavioral health.
- CWA worker will work directly with the office assistant and parents to reduce the number of students who are chronically absent.
- Student surveys, Health Master, Safe and Civil Surveys, Atlas Reports, and SQI II will serve as the primary data sources for CCI actions.
- Daily Attendance
- ATLAS Attendance Data
- Child Welfare and Attendance Worker (CWA) Home Visit Log
- A full-time CYS-SAP Counselor will be funded to assist with students who have experienced traumatic life experiences and/or need to be taught coping skills to mitigate social challenges that keep them from maintaining consistent attendance.
- A 0.375 fte health aide will be provided to support the nurse with the physical well-being of students. The health aide will assist the school nurse with record-keeping as health assessments.

- Review policies and procedures for health referrals
- Review process for referring families to HSL for parent outreach and home visits.
- Teachers will receive training in the EL Frameworks and the CCSS Appendix C for writing

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

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

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annually and Tri-annually
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

Olmos Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750		Add Jessica Rodriguez to U7090	\$ 8,655.00
4	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000		.1 fte school psych	\$ 13,360.00
4	1	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				Supplemental Service Contracts to support office/parent com.	\$ 9,641.00
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	CYS Counselor	\$ 92,860.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% fee for Counselor	\$ 1,858.00
4	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Cell Phone Service-Parent Communication	\$ 1,800.00
								Total	\$ 128,174.00

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	74	85	
843 - Out of school suspension rate	2.82	0.5	

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

Detail the Action

The Restorative Practice Team will support a growth mindset in students to promote an increased degree of self-efficacy. This initiative will be led by the restorative practices counselor and supported by the Climate and Culture Office.

SMART Goals

By June 2018, the number of students who marked positive responses on the Growth Mindset construct of the student survey will increase from 74% to 85%

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

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

Owner(s):

Timeline:

- Data will be monitored by the the Safe and Civil Team and the Restorative Practice Counselor.
- Tableau Software will be used to present data to inform the Safe and Civil team
- Weekly Saturday Sports
- Campus Clubs
- Kindness Club
- Grade level performances
- Student Jobs
- Peach Blossom
- Science Olympiad
- Certificates, Trophies, and Awards
- Materials and supplies will be provided to support Growth Mindset through involvement in Goal 2 offerings and purchase of texts
- Read Across America
- Transportation

- Restorative Practice Counselor
- Climate Office
- Site Admin
- Noon Time Assistants
- Teachers
- Classified Staff

Ongoing from August 2017- June 2018

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

- Parents will attend a dinner celebration for student Goal 2 participation
- Number of suspensions will decrease through student engagement connections in addition to supporting the athletics program

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

- Class meetings
- Second Step
- SHINE
- Student Incentives
- Accelerated Reader
- Data will be monitored by the the Safe and Civil Team and the Restorative Practice Counselor.
- Tableau Software will be used to present data to inform the Safe and Civil team
- Weekly Saturday Sports
- Campus Clubs
- Kindness Club
- Grade level performances
- Student Jobs
- Peach Blossom
- Science Olympiad
- Certificates, Trophies, and Awards
- Field trips and educational and cultural assemblies
- Read Across America
- Art Club
- Country Line Dance
- Computer Coding
- Student Council
- Red Ribbon Week
- Transportation
- Quarterly bike raffles
- Sunshack prizes
- Cross aged tutors
- Book Buddies
- Talent Show
- Readers' Theater
- Parent lead cultural awareness classes and performances
- Career Day
- Materials and supplies to support Goal 2 engagements including, but not limited to Radios, high visibility vests, athletics equipment, patio table umbrellas for peer mediation, audio/visual equipment, pop-up tent shades, folding tables, folding chairs, and student uniforms, shirts and hats for engagements such as peer mediation, Peach Blossom, etc.

Describe Related Professional Learning:

- Second Step Training
- CHAMPS Training
- OLWEUS
- Safe and Civil protocols for defiance
- Restorative Practice Training

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

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

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annually and Tri-annually
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

Olmos Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Field Trips	\$ 2,500.00
								Total	\$ 2,500.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0530 Olmos Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	484.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 7 Teaching Fellows 160 Days	60,104.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parent Involvement	1,159.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Professional Learning	2,037.00
1	1	Sup & Conc	Instruction	Bks & Ref			Web Subscriptions	9,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	17,327.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance for Technology	1,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics Non EL	1,200.00
1	1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	3,012.00
1	1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Mileage	750.00
1	1	LCFF: EL	Instruction	Nc-Equipment			Technology	15,000.00
1	1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL	1,200.00
1	1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.375	Resource Lab Aide	8,218.00
1	1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.438	Categorical Resource Lab Aide	13,530.00
2	1	Sup & Conc	Instruction	Nc-Equipment			PLI Program & Technology	31,963.00
2	1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.375		8,218.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, IEPs and professional learning	6,974.00
3	2	Sup & Conc	Instruction	Off Eq Lease			Supplemental Copier Lease	5,300.00
3	2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.510	.51 TSA	59,355.00
3	2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL	20,000.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,000.00
3	1	LCFF: EL	Parent Participation	ClS Sup-Sup			Language Interpreters for parent meetings/conferences	2,893.00
3	1	LCFF: EL	Parent Participation	Mat & Supp			Food for Parent Meetings EL	2,460.00
3	2	LCFF: EL	Attendance & Social Work Service	ClS Sup-Reg	Liaison, Home/School Spanish	0.375	.375 Home School Liaison	11,335.00
4	2	Sup & Conc	Instruction	Cons Svc/Oth			: Cell Phone Service-Parent Communication	1,800.00
4	1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Supplemental Service Contracts to support office/parent com.	9,641.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor	92,860.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% fee for Counselor	1,858.00
4	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.100	.1 fte school psych	13,360.00
4	2	Sup & Conc	Health Services	ClS Sup-Reg	Assistant, Health	0.375	Add Jessica Rodriguez to U7090	8,655.00
5	2	Sup & Conc	Instruction	Direct Trans			Transportation for Field Trips	2,500.00

\$419,193.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,747.00
Sup & Conc	7090	\$209,237.00
LCFF: EL	7091	\$148,209.00
Grand Total		\$419,193.00

Domain Totals	Budget Totals
Academic	\$196,170.00
SEL / Culture & Climate	\$223,023.00
Grand Total	\$419,193.00