


Robinson Elementary

10621666006456

Principal's Name: Brian Wulf

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


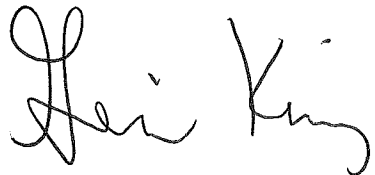
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Brian Wulf	X				
2. Chairperson - Geri Bukilica		X			
3. Dora Azadian		X			
4. Geri King		X			
5. Onchanh Phanvilay			X		
6. Arely Romero			X		
7. Amanda Gonzalez				X	
8. Sydney Rodriguez				X	
9. Paul Mullens				X	
10. Hanadi Alzin				X	
11. Sydney Rodriguez				X	
12. Simara Vongthongdy				X	
13. Ann Marie Alvarez				X	
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Brian Wulf		3/17/2017
SSC Chairperson/ Memebr	Geri King		3/17/2017

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Robinson - 0380

ON-SITE ALLOCATION

3010	Title I	\$37,808 *
7090	LCFF Supplemental & Concentration	\$139,791
7091	LCFF for English Learners	\$21,717
TOTAL 2017/18 ON-SITE ALLOCATION		\$199,316

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$710
Remaining Title I funds are at the discretion of the School Site Council	\$37,098
Total Title I Allocation	\$37,808

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 checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	29/68	N/A ³	20.96%	28.16%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	39/68	N/A ³	15.65%	18.78%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	23/66	N/A ³	32.84%	29.82%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	10/68	0.00% ⁴	41.58%	38.87%	42.77%	•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	8/63	N/A ⁶	32.81%	56.00%	33.73%	•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	4/63	N/A ⁶	51.56%	74.67%	57.83%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	21/67	N/A ⁷	N/A ⁷	24.39%	26.37%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	25/67	N/A ⁸	N/A ⁸	24.46%	25.19%	•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 checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	7/68	10.84%	38.16%	22.58%	23.21%	•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)	6/68*	21.92%	39.24%	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	5/68	32.43%	27.66%	31.25%	25.58%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	27/68	94.33%	94.29%	95.29%	95.23%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	13/69	14.80%	17.28%	10.47%	11.88%	•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)	29/68	N/A ¹⁰	N/A ¹⁰	32.73%	27.16%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	59/69	7.82%	0.00%	0.42%	0.38%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	36/68	6.77%	6.52%	6.86%	4.72%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" 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)	8/67	56.87%	60.91%	93.36%	38.42%	•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.	12/68	N/A ¹³	N/A ¹³	76.24%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	52/69	N/A ¹³	N/A ¹³	60.89%	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.	14/68	N/A ¹³	N/A ¹³	62.84%	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.	60/68	N/A ¹³	N/A ¹³	65.82%	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: brian.wulf - 03/07/2017

Save

Robinson 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
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26	35	Curriculum Assoc, LLC (iReady)
3158 - Students with a D or F on their report card	42	25	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	28	35	

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

Detail the Action

Robinson Elementary school will provide all students with high quality instruction and work towards a goal of every student advancing a minimum of 1 grade level per year in the content area of English and Language arts as evidenced by student reading and writing.

Robinson will implement an intervention plan, by grade level, utilizing Teaching Fellows, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time and after school. The teacher will be the primary provider of small group intervention lessons. Tutors will assist with foundational skill building activities, homework/classwork support and supplemental intervention in areas of need. ELA instruction and Intervention will be designed to support the needs of students not meeting grade level standards in reading and writing. Student need will be determined by using common formative assessment, DRP, Interim, CAASP, KAIG, BPST and BAS assessments as well as teacher input and student grades.

SMART Goals

By November of 2017, the percentage of students who met or exceeded standards in ELA will increase from 26% to 35% as measured by Interim ELA assessment 1.

By March of 2018, the percentage of students who met or exceeded standards in ELA will increase from 26% to 35% as measured by Interim ELA assessment 2.

By May of 2018, the percentage of students who met or exceeded standards in ELA will increase from 28% to 35% as measured by SBAC.

By June of 2018, students earning D's and F's in ELA will reduce by 5% in each quarter in comparison to the previous years. Goal Quarter 1 - 35%, Quarter 2 35%, Quarter 3 25%, Quarter 4 25% as a result of RTI.

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

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

AC's will plan common formative assessments aligned to focus standards.

AC's will collaboratively review data and plan RTI for students.

AC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.

Systematic intervention groups will be formed based on student needs in relation to standards.

DRP Assessments

Basic Phonics Skill Test (1st and 2nd)

Interim Assessments

KAIG/BAS (Kindergarten)

BAS/Fluency (1st)

SQII Tool

SBAC Assessment

AC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.

PL by AC once per quarter as part of CCI process.

School writing protocol (Aligned with The Write Tools) providing a common writing structure for all students.

Student grades will be monitored by teachers, administration and parents to ensure growth and targeting of students with D's and/or F's for academic support.

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

Teachers will review each student's reading levels/scores during Parent/Teacher Conference in October

Parents will have access to the ATLAS Parent Portal and EduText.

Back to School Night

Quarterly Progress Reports

Quarterly Report Cards Information will be printed in English and Spanish to explain the intervention program and be provided to parents

Parent University

Parent Coffee Hours

Owner(s):

Principal, Vice Principal, AC Teams, Teaching Fellows, Resource Specialist, Lead Teachers

Timeline:

Planning of formative assessments for 2017-2018 begins in May 2016. Expectation is common formative assessments given bi-monthly with emphasis on focus standards and are reviewed at the next scheduled AC meeting.

Each quarter all staff will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.

Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs.

September of 2017 - In class RTI for 1st, 2nd and 3rd grade. Lunch time and after school tutorial for 3rd, 4th, 5th, and 6th to begin. .

-Ongoing CCI with lead teachers.

Describe Related Professional Learning:

Ongoing Professional Development and side-by-side learning with AC Teams and Administration around tenets of Instructional Practice Guide to support teachers in providing high quality instruction to students.

Professional learning calendar will utilize 54 hours to provide staff training in the areas of challenging content elements 2.A/2.B, and 2.C of the Instructional Practice Guide in ELA and Math.

AC Teams will use cognitive planning time to incorporate "Making Thinking Visible", elements for ELA/Math unit/lesson development focusing on students ownership of learning (Instructional Planning Guide tenet 3)

Grade level planning, release and professional development times will be provided for teachers. This time will allow teachers to collaborate, co-plan, observe each other, develop assessments, and develop interventions.

AC Teams will use cognitive planning time to incorporate "Making Thinking Visible", elements for ELA/Math unit/lesson development focusing on students ownership of learning (Instructional Planning Guide tenet 3)

Supplemental Contracts or subs for Accountable Community teams' Scope and Sequence planning, focusing on the four commitments and to design units of study and performance tasks that align with State Standards and incorporate scaffolds for academic language.

Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Accountable Communities.

Each grade level AC will identify for ELA the essential learning/focus standards of each unit of instruction and use this information design instruction, assessments, and intervention for students

AC – PL protocol to be used once per quarter. Teachers will share planning, common formative assessments, student artifacts and intervention plan with colleagues as part of job embedded shared learning, professional development and CCI.

To support a culture of learning with high expectations AC's will be leveraged as the primary means of professional learning. AC's will engage in an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. AC's will use data to build capacity in educators with direct impact on student learning and school leaders will share practices and provide feedback to encourage and develop AC's collective efficacy.

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

Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not limited to computers, laptops, and online subscriptions.

Classroom instruction will be formulated using the FUSD adopted curriculum.

Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.

Increase the use and availability of technology in support of digital literacy for students in alignment with the State Standards for Technology.

Grades 1-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessment quarterly.

Teaching Fellows and paraprofessionals will be utilized during the ELA block to provide targeted instruction on specific areas of student need.

Students in grades 3 – 6 scoring significantly below grade level will be evaluated through SST to determine if they should participate in a reading intervention session with Resource Specialist.

Students in 1st, 2nd and 3rd grade will be provided in class intervention and/or designated instruction by RSP teacher in the area of reading based on Interim and/or BAS assessment results.

Student organization through purchase of agendas and appropriate materials and supplies.

Students in 1st- 6th grade classes need regular access to a student computer with internet access.

Purchase additional computers/tablets to provide equitable access to all students.

Use of technology based instructional programs to allow for small group instruction in the classroom.

Intervention will be prescribed to students based on assessed needs utilizing BPST, BAS, KAIG, DRP, ELA/Math Interim Assessment, ELA/Math grades, and common grade level formative assessments.

Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern .

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

EL students will also receive extra targeted instruction to support reading comprehension.

The Certificated Tutor and teacher will use the Goal Setting Tools to guide instruction and intervention.

Student DRP data chat and goal setting will be provided in the classrooms by teachers and for EL students by cert tutor.

Coffee Hour. Parent University and ELAC meetings will dedicate time and resources to supporting parents of ELL students.

Robinson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1		1 Sup & Conc	Instruction	Teacher-Substitute Salaries				sst meeting, planning day, observe classrooms, formative assess planning	\$	9,298.00
1		1 Sup & Conc	Instruction	Teacher-Supplemental Salaries				Kindergarten Summer Assessment SUPP contract	\$	1,303.00
1		1 Sup & Conc	Instruction	Teacher-Supplemental Salaries				After school interv prog. Second Step, sup tutoring, safe and civil, incentives	\$	11,486.00
1		1 Sup & Conc	Instruction	Non Capitalized Equipment				purchase student laptops or replace teacher, printers, projectors, and other large items.	\$	29,967.00
1		1 Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	2 teaching fellows	\$	23,000.00
1		1 Sup & Conc	Instruction	Materials & Supplies				materials and supplies, office materials, student planners, parent handbooks, office max P.O., paper, all other instructional materials.	\$	21,123.00
1		1 Sup & Conc	Instruction	Books & Other Reference				iready quote	\$	6,500.00
								Total	\$	102,677.00

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	19	30	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	24	35	
3158 - Students with a D or F on their report card	42	25	California Teaching Fellows Foundation

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

Detail the Action

Robinson Elementary school will provide all students with high quality instruction and work towards a goal of every student advancing a minimum of 1 grade level per year in the content area of Math.

Robinson will implement an intervention plan, by grade level, utilizing Teaching Fellows, paraprofessionals, and supplemental teacher contracts to provide RTI support to students in the classroom, during lunch time and after school. The teacher will be the primary provider of small group intervention lessons. Tutors will assist with math activities in the areas of math fluency, homework/classwork support and supplemental intervention in areas of need. Math instruction and Intervention will be designed to support the needs of students not meeting grade level standards. Student needs will be determined by using common formative assessment, Interim, CAASP, KAIG, and math fluency exercises aligned to grade level standards.

SMART Goals

- By November of 2017, the percentage of students who met or exceeded standards in Math will increase from 21% to 30% as measured by Interim ELA assessment 1.
- By March of 2018, the percentage of students who met or exceeded standards in Math will increase from 24% to 30% as measured by Interim ELA assessment 2.
- By May of 2018, the percentage of students who met or exceeded standards in ELA will increase from 19% to 30% as measured by SBAC.
- By June of 2018, students earning D's and F's in Math will reduce by 5% in each quarter in comparison to the previous years. Goal Quarter 1 - 35%, Quarter 2 35%, Quarter 3 25%, Quarter 4 25% as a result of RTI.

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

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

AC's will plan common formative assessments aligned to focus standards identified in scope and sequence.

AC's will utilize Math quarterly planning guide to align planning and instruction to the coherence, focus and rigor of CCSS standards.

AC's will collaboratively review data and plan RTI for students.

AC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and and identify instructional needs.

Systematic intervention groups will be formed based on student needs in relation to standards.

Interim Assessments

KAIG (Kindergarten)

SBAC Assessment

AC's review student work samples aligned to standards. Plan grade level RTI based on student learning outcomes.

Professional Learning by AC once per quarter as part of CCI process.

Student grades will be monitored by teachers and parents to ensure growth and targeting of students with D's and/or F's for international support.

End-of-Unit Math Task Assessment

Common Math performance task which aligns to the Instructional Practice Guide Tenet 2, 3 and 4.

Illuminate Math Assessments created by grade level AC's.

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

Teachers' will review each student's reading levels/scores during Parent/Teacher Conference in October

Parents will have access to the ATLAS Parent Portal and EduText.

Back to School Night

Quarterly Progress Reports

Quarterly Report Cards Information will be printed in English and Spanish to explain the intervention program and be provided to parents

Parent University

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Owner(s):

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Timeline:

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Lead Teachers will develop a systematic approach for identification of at-risk students and intervention to support student assessed needs.

September of 2017 - In class RTI for 1st, 2nd and 3rd grade. Lunch time and after school tutorial for 3rd, 4th, 5th, and 6th to begin. .

Ongoing CCI with lead teachers.

Describe Related Professional Learning:

Ongoing Professional Development and side-by-side learning with AC Teams and Administration around tenets of Instructional Practice Guide to support teachers in providing high quality instruction to students.

Professional learning calendar will utilize 54 hours to provide staff training in the areas of challenging content elements 2.A/2.B, and 2.C of the Instructional Practice Guide in ELA and Math.

Grade level planning, release and professional development times will be provided for teachers. This time will allow teachers to collaborate, co-plan, observe each other, develop assessments, and develop interventions.

AC Teams will use planning time to incorporate "Making Thinking Visible", elements for Math unit/lesson development focusing on students ownership of learning (Instructional Planning Guide tenet 3)

Supplemental Contracts or subs release time for Accountable Community teams' to engage in CCI process, plan math units of instruction using scope and sequence and quarterly planning guide, and design a system for students to use modeling/visual representations on a consistent basis to demonstrate understanding of mathematical concepts.

Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Accountable Communities.

Each grade level AC will identify for Math the essential learning/focus standards of each unit of instruction and use this information design instruction, assessments, and intervention for students

AC – PL protocol to be used once per quarter. Teachers will share planning, common formative assessments, student artifacts and intervention plan with colleagues as part of job embedded shared learning, professional development and CCI.

To support a culture of learning with high expectations we that AC's will be leveraged as the primary means of professional learning. AC's will engage in an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. AC's will use data to build capacity in educators with direct impact on student learning and school leaders will share practices and provide feedback to encourage and develop AC's collective efficacy.

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

Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not limited to computers, laptops, and online subscriptions.

Classroom instruction will be formulated using the FUSD adopted curriculum.

Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.

Increase the use and availability of technology in support of digital literacy for students in alignment with the State Standards for Technology.

Grades 1-6, an RTI model will be implemented as part of a daily schedule in addition to core instruction. Progress will be monitored by site identified formative and summative assessment quarterly.

Student organization through purchase of agendas and appropriate materials and supplies.

Purchase additional computers/tablets to provide equitable access to all students.

Use of technology based instructional programs to allow for small group instruction in the classroom.

Intervention will be prescribed to students based on assessed needs utilizing student work samples/artifacts, Math Interim Assessment, Math Fluency assessment, Math grades, and common grade level formative assessments.

Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern .

3rd-6th grade students receiving D's or F's in math will qualify for participation in math intervention to be completed during the instructional day, lunch time or after school.

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

EL students will also receive extra targeted instruction to support reading comprehension to support deconstruction of multi-step word problems.

Student math data chat and goal setting will be provided in the classrooms by teachers.

Coffee Hour. Parent University and ELAC meetings will dedicate time and resources to supporting parents of ELL students.

Robinson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Materials & Supplies				Early learning materials and supplies. Reading/writing/math/art	\$	2,000.00
									\$	2,000.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	22	25	

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

Detail the Action

Robinson Elementary will implement a plan to ensure that students will move at least one level per year on the CELDT and DRP or be re-designated. A 4375 FTE Certificated Tutor will provide designated English Language Development for 30 minutes a day for all English Language Learners.

AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies around FUSD Commitment #1 for our EL students with a strong focus on student talk and task. Funds will be set aside for CELDT assessors.

SMART Goals

By June of 2017 Robinson Elementary will re-designate 25% of our English Language students.

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

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

- Quarterly CELDT chats with EL students and set goals with the students
- ELD standards in planning for language demands
- CELDT data results
- AC Teams disaggregated data DRP, KAIG, BPST, BAS and Interim ELA by EL subgroup
- Monitor Re-designation rate throughout the year (Quarterly)
- AC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD
- AC Teams to progress monitor ELA standards during Integrated ELD
- Collection of student work samples during classroom walkthroughs
- AC Team and School Wide Analysis of SQII Indicators
- Classroom Walkthrough Feedback to teachers and AC's using Instructional Practice Guide

Owner(s):

Principal, Vice Principal, Teachers, AC Teams and CT.

Timeline:

- Students identified and learning goals established by end of August.
- Implementation begins with staff development in August 2017, before the first day of school and continues through June 2018
- Designated ELD services start in September.
- In class support of 1st grade and 2nd grade ELD students begins in September.
- Student data reviewed after each assessment of DRP,

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

Interpreters will be provided for parents at Parent Teacher Conferences
Teachers will review CELDT, DRP, and Interim scores with parents and students.
Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings.

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

A.4375 FTE Certificated Tutor will provide designated English Language Development for 30 minutes a day for all English Language Learners.
 Push in support will be provided to a designated cohort of 1st and 2nd grade classroom based on student assessment data.
 Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.
 Instructional materials and supplies will be purchased to support the CT and ELD students.

Describe Related Professional Learning:

Training on how to interpret data results from the CELDT, DRP, BPST, BAS, Interim ELA and common formative assessments.
EL Goal Setting Report to identify target students and their instructional needs.
Provide professional learning in the areas of designated and integrated ELD.
ELD Standards professional learning.
Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.

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

EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week targeted for ELL students.
 Vice Principal, Principal, CT, and HSL will support EL students and families through interpreting, outreach, home visits and related services.

Robinson Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
3	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2353				\$	24,055.00
3	2	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2022				\$	20,671.00
3	1	LCFF: EL	Instruction	Materials & Supplies				ELD materials and supplies		\$	46.00
3	2	Sup & Conc	Parent Participation	Materials & Supplies				Food for parent meeting		\$	1,000.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors by REA		\$	1,000.00
3	2	Title 1 Basic	Instruction	Materials & Supplies				materials for EL's, early learning, after school intervention, NO Food, NO Incentives		\$	575.00
									Total	\$	47,347.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.23	96	
5942 - Chronic absenteeism rate	12.48	8	

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

Detail the Action

Increase attendance and decrease tardy rate of all students. Robinson will provide a .4375 FTE Spanish speaking Home School Liaison to help facilitate parent involvement in education through the following methods resulting in a decrease in current Chronic Absenteeism Rate and an increase in daily student attendance rate.

Implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement, parent use of support services and registration for edu-text.

SMART Goals

At the conclusion of each quarter Robinson Elementary will maintain < 8% rate in relation to the number and percentage of students who are chronically absent (attendance rate of 90% or less, 2016-2017 rate was 12.48%) This goal will be reviewed quarterly.

By June of 2018, the ADA Attendance rate in at Robinson will increase from 95.23% to 96% as measured by SQII indicator 48.

By June of 2017, the percentage of parents who respond "Agree" or "Strongly Agree" to "I feel respected at my child's school" increase to 95% as measured by the Parent School Climate 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

SQI Data

Weekly/Monthly ATLAS Attendance Reports

Teacher/Admin. monitoring of identified individual students

A2A monitoring tools

Goal 2 Data to show increased connection to school

Monthly attendance meetings

Daily Attendance Phone Calls

SEL Surveys

Evaluate responses on the parent, student, and family survey in the spring of 2018 Student survey results will reflect higher levels of "Agree" or "Strongly Agree."

Monitor parent attendance at school functions and meetings.

Monitor parent registration of Edu-Text.

HSL to call and remind parents of A2A meetings on the night before

Meetings with specific students (upon parent approval)

Home Visitations when parents miss A2A Meetings

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

Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.

Principal, Office Assistant, and Teachers will make contact with families of students who are chronically absent or tardy to encourage improved attendance.

Title I used to provide communication in parents home language and translation services.

School Site Council, ELAC meetings, Back to School, Open House, Parent University, Parent/Teacher Conferences, Childcare will be provided, Title I Parent Meeting, Music Programs, Awards Assemblies, PTA sponsored events, Coffee Hour

Awards and incentives to encourage participation, attendance and foster school community spirit will be awarded.

Food and refreshments for parent meetings

Guest speakers and presenters

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

Classroom teachers, Office Assistant, HSL, and/or school administrators will make a concerned call home when chronically absent students are not at school. When necessary, Office Assistant/HSL will be provided with extra time to make phone calls, parent contacts, and maintain documentation.

Provide materials, resources, and incentives to implement a School-wide program to reduce tardies and absences in conjunction with the Kiwanis Club.

Owner(s):

Principal, Vice Principal, Teachers, Home-School Liaison, Office Clerk

Timeline:

August 2017 – Parent information meeting, establishment of monthly Attendance Meetings/ELAC/Coffee Hour Parent meeting calendar.

September to June- Monthly School Culture team meetings to review at-risk students, available resources, and coordinate additional student support services.

Describe Related Professional Learning:

OLWEUS Anti-bullying

Safe and Civil Anti-bullying and CHAMPS.

Second Step Training

Student Engagement (Goal 2) data (Principal, TSA, SCC Team)

Quarterly Class Meeting Documentation (Principal, AC Teams)

Climate and Culture Schools (STOIC Training)

Professional development on available support services including school psychologist, on-site counselor, HSL, local organizations and Parent University.

Teachers will receive updates and information regarding parent outreach efforts and calendars.

Staff training and professional development meeting utilizing research from the book "Growth Mindset."

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

EL Students who make progress toward their annual goal and target, or who redesignate, will be rewarded through an incentive system in order to foster student motivation and non-cognitive skills such as stamina and perseverance.

Bilingual HSL to provide support to EL students and Spanish speaking families and coordinate support services/parent education through interpreting, outreach, home visits, and related services.

The Principal and Vice Principal will conduct home visits of chronically absent students (“Mobile Truancy Conference”).

Noon Time Sports will be coordinated by the Vice Principal and the Noon Time Assistants during lunch recess.

Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with an adult mentor. Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after school clubs.

The Safe & Civil Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations in order to create a safe climate that is conducive to learning.

Robinson 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	0.4375			\$ 13,223.00	
4	2	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation - field trips	\$ 500.00	
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation, NO Food, NO Incentives	\$ 710.00	
4	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				local mileage for HSL	\$ 300.00	
4	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				maintenance, repair	\$ 500.00	
								Total	\$ 15,233.00	

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7132 - Elementary students self-management survey results for questions 1-9	61	71	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	66	76	

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

Detail the Action

Robinson Elementary will continue to implement a tiered level of response to behavior incidents. Robinson will use research components of Safe and Civil, Olweus, Class Meetings that Matter, Second Step and Growth Mindset research to reduce suspension rates, office referrals, improve student attendance rates and decrease classroom disruptions resulting in an increase of time on task and academic improvements as measured by a decrease in D's and F's.

Robinson will provide additional psychologist service days to provide support to students with social emotional needs or exhibiting at-risk behaviors as well as participate on Safe and Civil team. All students who are suspended will participate in a restorative process to be overseen by Vice Principal and school Psychologist.

Robinson will create diversity in opportunities for students to engage in Goal 2 and co-curricular activities.

Robinson Elementary will implement quarterly school-wide incentives and awards to support student growth in academic areas of reading, writing, and math and foster a positive school community.

SMART Goals

By the end of the first semester 50% of all students will be engaged in a goal 2 activity. By the conclusion of the second semester 90% of all students will be engaged in at least 1 Goal 2 activity. Progress will be monitored quarterly to evaluate student connectedness and plan goal 2 engagement opportunities that interest and meet the needs of students.

By the conclusion of September 2017 the Robinson Safe and Civil team will have implemented a comprehensive approach to recognize the achievements of students in the areas of reading, writing, math, co-curricular activities and character counts. This will be monitored through tracking of students who have received awards, feedback on SEL surveys, and attendance/suspension rates.

By June 2018 the number of positive responses on the Growth Mindset construct survey and Social Awareness survey will increase by 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

SEL Survey results analysis (ALL)
Student Survey (ALL)
Staff Survey (ALL)
Monthly Suspension results analysis (SQII data for suspensions) (ALL)
Weekly referral rate by teacher analysis (Principal, Vice Principal, SCC Team)
Staff survey results will reflect higher levels of classroom management training resulting in fewer report conflicts with students (ALL)
Student Engagement (Goal 2) data (Principal, Vice Principal, SCC Team)
Quarterly Class Meeting Documentation (Principal, AC Teams)
Class Meetings, Second Step lesson logs (Principal, AC Teams)
Evidence of CHAMPS in classrooms and common areas (ALL)
Individual & Student Subgroup Monitoring
Student grades (D's and F's) and assessment scores (formative, DRP, Interim)
Atlas misbehavior & positive behavior entries
Growth Mindset implementation
Student Success Team Meetings
Student Behavior Plans and Informal Behavior Contracts
Student earning awards and positive recognition in the form of monthly Character/Academic Awards and Quarterly Character/Academic Awards.
Parent attendance at school functions documented through sign-in sheets.
Paid contract for Safe and Civil team members.

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

Parents to receive Parent Handbook that includes district rules and pertinent information regarding student behavior expectations.
Face to face meetings with identified students with attendance/behavior concerns held bi-weekly.
Readmit conferences from suspension.
Counseling service clinician will be in direct and consistent contact with parents.
Pre-suspension contracts
Parents will be encouraged to attend award assemblies, concerts, winter program and other special events throughout the year.
Parent volunteers will be recruited to assist with coordination of special school events such as the School Carnival, PTA Events, Field Trips, and Assisting with Volunteering in the classroom.
Parents will be informed about Goal 2 engagement opportunities.

Owner(s):

Principal, Vice Principal, Psychologist, Teachers, Club Advisers, Parents, ELAC, PTA and Safe and Civil Team.

Timeline:

Quarterly awards
Quarterly monitoring of Goal 2 engagement
Review progress of students and school data at monthly Safe and Civil meetings.

Describe Related Professional Learning:

Safe & Civil Schools (STOIC Training)
Restorative Practices Training
Continuous professional development on the importance of relational capacity and relationship building and restorative justice.
Social/Emotional Training for staff from school psychologist and Safe and Civil Team..
Common expectations for student behavior in classrooms, common areas and playground.
Tiered levels of response to behavior.
Second Step
Class Meetings
Olweus

Safe and Civil team to conduct quarterly meetings, attend professional learning opportunities and then present new learning and meeting

outcomes to staff.

Training of NTA's on research based student supervision and student interaction practices.

Staff collaboration to determine electives and Goal 2 activitiesw/clubs.

Teachers will receive updates and information regarding parent outreach efforts and calendars.

Review procedures for Atlas documentation of Goal 2 engagements, positive behaviors and studytrips.

Review Goal 2 Student Engagement participation (from Atlas reports) each semester with staff.

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

All grade levels will implement weekly classroom meetings focusing on Self-Management.

Peer mediation system will be implemented; peer mediators will be trained for grades 4-6.

All students will receive continued effective implementation of CHAMPS, STOIC, Second Step, Class Meetings, Olweus, and Growth Mindset research to support positive behavior/campus culture and atmosphere.

Positive incentives to promote social responsibility and recognize students for exhibiting school Character Counts traits

Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture.

Goal 2 Activities to encourage school involvement: Co-curricular activities (Goal 2) in the areas of art, performing arts, academics, athletics, safety, promoting positive campus culture, assemblies, rallies, intramural sports, and other related activities.

Class competitions aligned to academic and/or character goals.

Teaching Fellows to provide lunch time activities and supports to students.

Creation of contracts for staff and/or community members to provide lunch time and/or afterschool activities for students in the areas of sports, arts, music, dance and academic clubs.

On-site counseling services to provide social-emotional support for select students as needed and referred.

Materials and supplies including but not limited to sports equipment, uniforms, t-shirts, art supplies, school supplies, student incentives, awards and other items necessary to facilitate meaningful and engaging student Goal 2 opportunities..

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

EL and SPED students will be especially encouraged to participate in extracurricular activities.

Awards/incentives for EL students who demonstrate growth on SBAC, CELDT, and DRP.

Robinson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Psychological Services	Certificated Pupil Support- Regular	Psychologist, School	0.2000		Ross, Jeri 1069275	\$ 28,059.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Assemblies, positive recog., goal 2	\$ 4,000.00
								Total	\$ 32,059.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0380 Robinson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 2 teaching fellows	23,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			sst meeting, planning day, observe classrooms, formative assess planning	9,298.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Kindergarten Summer Assessment SUPP contract	1,303.00
1	1	Sup & Conc	Instruction	Teacher-Supp			After school interv prog. Second Step, sup tutoring, safe and civil, incentives	11,486.00
1	1	Sup & Conc	Instruction	Bks & Ref			: iready quote	6,500.00
1	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies, office materials, student planners, parent handbooks, office max P.O., paper, all other instructional materials.	21,123.00
1	1	Sup & Conc	Instruction	Nc-Equipment			purchase student laptops or replace teacher, printers, projectors, and other large items.	29,967.00
2	1	Sup & Conc	Instruction	Mat & Supp			Early learning materials and supplies. Reading/writing/math/art	2,000.00
3	2	Title 1 Basic	Instruction	Mat & Supp			materials for EL's, early learning, after school intervention, NO Food, NO Incentives	575.00
3	2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.235		24,055.00
3	2	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meeting	1,000.00
3	2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.202		20,671.00
3	1	LCFF: EL	Instruction	Mat & Supp			ELD materials and supplies	46.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors by REA	1,000.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation, NO Food, NO Incentives	710.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,223.00
4	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			local mileage for HSL	300.00
4	2	Sup & Conc	Instruction	Direct Trans			transportation - field trips	500.00
4	2	Sup & Conc	Instruction	Direct-Maint			: maintenance, repair	500.00
5	2	Sup & Conc	Instruction	Mat & Supp			Assemblies, positive recog., goal 2	4,000.00
5	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.200	Ross, Jeri 1069275	28,059.00
								\$199,316.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,808.00
Sup & Conc	7090	\$139,791.00
LCFF: EL	7091	\$21,717.00
Grand Total		\$199,316.00

Domain Totals	Budget Totals
Academic	\$104,723.00
SEL / Culture & Climate	\$94,593.00
Grand Total	
	\$199,316.00