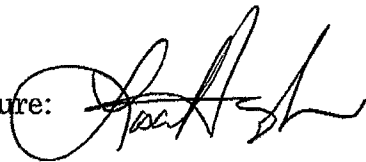


Tenaya Middle

10621666057343

Principal's Name: Lisa Harrington

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Lisa Harrington', written over a faint dotted line.

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

Tenaya Middle

Title I School

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

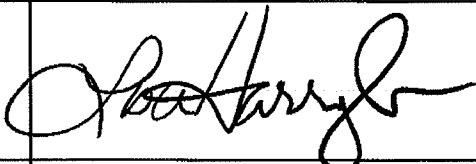

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Lisa Harrington	X				
2. Chairperson- Colleen Raterman		X			
3. Secretary- Nichole Walsh				X	
4. Marie Meyer		X			
5. Sandra Maresca			X		
6. Mandy Foss		X			
7. Sarah Lanfranco		X			
8. Brandy Vollhardt				X	
9. Rebecca Shepherd				X	
10. Diana Haskins				X	
11. Savannah Grier					X
12. Cheyenne Her					X
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>5/26/16.</u>

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Lisa Harrington		4/4/16
SSC Chairperson	Colleen Raterman		4-4-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	\$36,795
7090	LCFF Supplemental & Concentration	\$138,619
7091	LCFF for English Learners	\$11,811
		\$187,225
TOTAL 2017/18 ON-SITE ALLOCATION		\$187,225

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$897
Remaining Title I funds are at the discretion of the School Site Council	\$35,898
Total Title I Allocation	\$36,795

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)	4/17	N/A ³	29.47%	34.98%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	4/17	N/A ³	20.41%	23.13%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	11/17	0.00% ⁴	66.94%	65.85%	51.13%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	4/17	N/A ⁷	N/A ⁷	28.54%	34.91%	•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	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	23.54%	•LCAP Dashboard - 4PupilAchievement

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	6/16	17.14%	27.59%	31.03%	7.41%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	13/17*	0.00%	0.00%	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	1/16	41.38%	33.33%	40.00%	72.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	5/17	95.74%	95.25%	95.21%	95.19%	•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)	5/17	9.25%	10.55%	9.83%	12.36%	•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)	8/17	N/A ¹⁰	N/A ¹⁰	43.90%	44.47%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	12/17	25.80%	11.98%	12.44%	1.07%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	7/17	16.89%	14.12%	18.66%	10.70%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	6/17	0.23%	0.00%	0.12%	0.24%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	14/17	3.09%	0.59%	2.44%	0.36%	•LCAP Dashboard - 5PupilEngagement
<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)	16/17	71.69%	65.40%	67.93%	62.19%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	3/17	N/A ¹³	N/A ¹³	67.02%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	4/17	N/A ¹³	N/A ¹³	74.32%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	5/17	N/A ¹³	N/A ¹³	60.16%	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

Tenaya Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	35	45	Fun Works
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	35	45	California Teaching Fellows Foundation



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Tenaya will provide focused high quality:

- First instruction within CORE courses aligning essential literacy standards by grade level in order to support student understanding and connections of content to specific critical thinking skills as outlined by CCSS/ NGSS and adherence to Guaranteed Viable Curriculum with a common focus on skills in which students will access content.
- Response to Intervention (RtI) structures in order to meet the needs of all students, based on Common Formative Assessments (CFAs) across CORE subjects in both Literacy and Math essential standards and learning targets.
 - Tier 1- high quality first instruction and reteach opportunities based on on-going observations and checks for understanding in order to assess and provide instructional feedback quickly during the course of a lesson/ unit/ module, etc.
 - Tier 2- high quality system of deployment/ push-in instruction based on CFA results. Students are placed into intervention groups for remediation, on grade level complex tasks, enrichment opportunities to expand depth of understanding at a more rigorous level, utilizing CORE teachers, PLUS teachers, Co-teachers as needed to support skill/ will issues of each student identified.
 - Tier 3- high quality universal access intervention based on individual students needs as measured by universal screeners, grades, CFA, SBAC, Interim/ Benchmark data, utilizing SpEd, Academic Counselor, Paraprofessionals and outside resources as needed.
- SMART Goals in which 8- 10 Literacy standards are identified across subject matter and commitments to DOK level 3-4 instruction and frequent CFAs is the basis for each ACs Cycle of Continuous Improvement (cycles) occurring once per quarter inclusive of all courses in 7th grade and all courses in 8th grade.
- Afterschool tutorials through supplemental contracts and programs with California Teaching Fellows in which students identified as chronically missing assignments or multiple D/Fs as measured on bi-weekly progress reports receive, by parent, student, teacher contract, specifically identified supports to complete assignments and improve habits leading to greater success.
- Ongoing effective feedback on Instructional Practices and Behavioral Management from administration with support given where needed.

6. Recognition for student progress and demonstrating quality character provided by Funworks or like vendor.

SMART Goals

By June 2018:

1. there will be an 11% increase in the number of students meeting standards (mastery) as measured on SBAC ELA Assessment
2. there will be a 60% increase in the number of students moving up a performance band on the SBAC ELA Assessment

By March 2018:

1. there will be a 15% increase in the number of student meeting standards as measured on the ELA interim assessment Test 2 as compared to Test 1
2. there will be a 20% increase in the number of students meeting standards as measured on the ELA interim assessment between 2017 Test 2 and the 2018 Test 2

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

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

1. CFAs as created by ACs by department by, grade level. Data will be analyzed by standard, by student, by target.
2. CFA protocol will be used to identify students' needs and create intervention based on the outcomes.
3. Follow up from Tier 1 and Tier 2 supports with post-assessment data
4. Interim/benchmark assessments analysis by teacher, by student, by standard
5. EIS data tool analyzed to determine need for academic/ D-F chats
6. Weekly grade book data- determine afterschool tutorial
7. Tier 2- caseload data, identify chronically below students
8. Instructional Practice Guide- ratings identify instructional needs by teacher, by course including timely feedback
9. CCI process- using Problem of Practice Protocols to identify strengths/weaknesses to instructional program

Owner(s):

1. Teachers
2. Teachers
3. Teachers/ ILT
4. Teachers/ ILT/ Principal, VP and GLA
5. Academic Counselor
6. Teachers/ Academic Counselor
7. Teachers
8. Principal, VP and GLA/ Teachers
9. ACs/ Principal, VP and GLA

Timeline:

1. On-going
2. On-going
3. Monthly
4. Interim Calendar (within 2 weeks of each assessment)
5. Bi-Weekly
6. Weekly
7. Quarterly
8. Weekly
9. Quarterly

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

1. ATLAS Parent portal used as a tool to keep parents informed and create a basis for joint goal setting for individual students
2. Phone calls by staff to notify parents of academic concerns based on Tier 2 intervention data
3. Attendance at SSTs, IEPs and 504s to collaborate with staff regarding student needs and support opportunities and collaborative goal setting.
4. Parent/ Teacher/ Student Afterschool Study Contract: support and enforce with child as a partner in learning.
5. Parents encouraged to subscribe to and utilize EduText to keep updated on student progress.
6. Attendance at Parent/ Teacher/ Student conferences as requested by either party
7. Communication of concerns to teachers as they arise rather than waiting until the end of quarter or semester
8. "Terrific Tuesday" phone calls by staff will help notify parents of the improvements student is making.
9. Participation in PTA opportunities will help parents get to know staff and the culture of learning on the campus.
10. Participation in Parent University is a way in which instruction and behavioral concerns can be addressed instruction on structures and protocols can be learned.
11. Parents will be invited to attend: SSC, ELAC and LCAP meetings to partner with staff in the decision making

Describe Related Professional Learning:

- ACs Cycles of Continuous Improvement
- iPL as determined by district
- Instructional focus on CCSS essential standards and alignment of CFAs to respond appropriately to the four grounding questions:
 - What do we want students to know and be able to do?
 - How do we know they have learned it?
 - What do we do if they have not learned it?
 - What do we do when they have learned it?
- Using Illuminate to identify appropriate questions for CFAs which focus on the identified essential standards across each course/ subject.
- Conferences/ Trainings to support a deeper understanding of instructional practices/ strategies to meet the needs of all students (GATE, SpEd, ELL, etc.).
- Using the Instructional Practice Guide (IPG) as a planning tool.
- Deconstructing essential standards/ beginning with the end (outcome) in mind

process on behalf of students.

- Use of instructional technology: websites, site licenses, programs: turnitin.com, One Drive, One Note, Google Classroom, etc.
- Travel/ conference fees, substitute funds and supplemental contracts will be provided as needed to support the instructional system and student achievement.
- California Teaching Fellows interns may be utilized for afterschool tutorials as needed.
- Funworks will be utilized for incentivizing progress on Interim and Grade Data.

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

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

- Differentiated instruction (all courses)
- Emphasis on essential standards, CFAs and Tiered-level of support
- Variety of elective options to connect students to interests and help support sense of self to improve learning across all subject matter
- Laptop Program provides inclusive opportunities for any student who meets the academic/ behavioral criteria. Students may purchase their own computer or use a Loaner Tablet to be part of this instructional program
- GATE courses offered in ELA, Science and History.
- All courses will utilize complex texts in order for students to access information and deepen learning.
- All courses will employ common complex tasks, complex student discourse and complex assessments based on identified essential standards and learning targets utilizing specific content to provide context of learning.
- Springboard and other district approved curriculum will lend itself to providing students with Guaranteed and Viable Curriculum based on content/ subject matter, not individual teacher
- Instructional technology (tablets, laptops, doc cameras, projectors, etc) will assist students in accessing instruction and learning of critical thinking skills and CCSS.

- Women's and Men's Alliance courses will be offered to students in need of this support as identified through demographic, ELLS and SESS data.
- EL students will be provided specific instruction through .2 FTE funded teacher to meet the needs of newcomers on campus as determined by district criteria
- EL-LTEs will receive support through peer partnerships based on like-languages in order to access oral and written language for learning and doing.
- Teachers will provide appropriate instructional scaffolding to all students based on individual needs using TPR, SDAIE or language acquisition strategies as needed.
- Peer like-language groups will be supported as necessary.

Tenaya Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Provide teacher release for professional development and training in PLC's and RtI Provide teacher release for walk-through opportunities across grade levels and subject matter Provide teacher release to conduct SST/ 504's and IEPs Provide teacher relea	\$ 6,974.00	
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Provide supplemental contracts to TEACHERS for planning, implementing and strategizing instructional opportunities for students	\$ 23,683.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support student academic and social-emotional learning	\$ 36,838.00	
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies for parent participation	\$ 5,000.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technological support for digital learning and upkeep of equipment	\$ 17,000.00	
1	1	Sup & Conc	Instruction	Travel				Conference fees and travel funds for professional development for TEACHERS	\$ 21,000.00	
1	1	Sup & Conc	Instructional Supervision & Administration	Travel				Conference fees and travel funds for professional development for ADMINISTRATION	\$ 5,000.00	
Total									\$ 115,495.00	

Action # 2

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	51.61	40	California Teaching Fellows Foundation



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Students who receive one or more D's or F's on report card, will be identified and provided intervention, during RtI or during Afterschool support to improve learning and complete required tasks or assignments. Grading by teacher, by subject will be standardized schoolwide to ensure students are being held accountable for performance tasks, work evidence, and assessments. Data chats for identified students will be conducted mid-quarter each quarter to allow maximum time for supporting students toward work completion or improved understanding and application of identified essential standards.

SMART Goals

By the end of Quarter 1:

- Less than 50% of students will receive a D or F on their 1st quarter report card
- The number of Ds or Fs in total of all students at the second bi-weekly progress report will decrease by 50% by the 1st quarter report card

By the end of Quarter 2:

- Less than 54% of students will receive a D or F on their 2nd quarter report card
- The number of Ds or Fs in total of all students at the second bi-weekly progress report will decrease by 50% by the 2nd quarter report card

By the end of Quarter 3:

- Less than 57% of students will receive a D or F on their 1st quarter report card
- The number of Ds or Fs in total of all students at the second bi-weekly progress report will decrease by 50% by the 1st quarter report card

By the end of Quarter 4:

- Less than 60% of students will receive a D or F on their 1st quarter report card
- The number of Ds or Fs in total of all students at the second bi-weekly progress report will decrease by 50% by the 1st quarter report card

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

1. Uniform Grading Policy and practices will support a system of coherent and consistent accountability for all students. AC created and Admin provides feedback.
2. Grades to be input on a weekly basis as possible and monitored for improvement bi-weekly
3. Bi-weekly grade analysis, and EIS data tool will identify students who are receiving multi-level of Ds or Fs.
4. Data chats will be conducted as a means to instruct students on the importance of maintaining Cs or better. SMART Goals will be created with students for their individual needs based on data and written in planners.

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

- Parents will be encouraged to:
- Check ATLAS weekly to ensure work assigned has been turned in.
- Attend collaboration meetings to create an intervention plan and provide support to school implementation of the plan.
- Communicate with teachers with any questions or concerns around missing assignments or grades
- Teachers will make every effort to inform parents of chronic issues around grades and missing assignments will be documented in gradebook, visible on ATLAS.
- Attend coffee hours with administration to keep informed about instructional processes and practices.
- Meet with site personnel during designated opportunities to collaborate on behalf of child.
- Invite parents into classrooms to support students with failing grades.

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

- Students will receive on-going guidance for A-G requirements, high school preparation, Career Cruising and Data Chats/ SMART Goal Setting
- Quarterly "Steps to Success" grade data reflection, identification of strengths and areas for growth and identification of students failing below criteria for success will be conducted by teacher, by course, by student.

Owner(s):

1. Teachers/ Vp and GLA
2. Academic Counselor/ Teachers
3. VP, GLA and Academic Counselor
3. Academic Counselor/ PLUS Teachers

Timeline:

1. Create and implemented at beginning of 2017 school year, analysis and refinement by end of 2nd quarter.
2. Bi-weekly with progress reports and EIS data tool.
3. Bi-weekly with progress reports and EIS data tool.
4. Quarterly

Describe Related Professional Learning:

- CCSS and A-G training to understand cognitive demand and success criteria for coursework for highschool preparedness.
- Training on grading practice and focus in protocols in Learning By Doing, Visible Learning and other research based supports.

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

- At-risk or gap students will be monitored more frequently through the EIS and ATLAS systems
- EL students provided support for language acquisition and redesignation through goal setting and support with ELD teacher and academic counselor.
- Parent- Teacher- Student conference will be encouraged for struggling students.
- Struggling students from the disproportionate groups will be supported more frequently with PLUS teachers on FLEX weeks and priority for afterschool tutorials with California Teaching Fellows

Tenaya Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Darrin Person: Provide facilitator for Men's Alliance Course for 7th and 8th grade boys	\$	14,500.00	
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Afterschool support for identified at-risk with chronic D's and F's	\$	10,426.00	
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	CA Teaching Fellows	\$	358.00	
									Total	\$	25,284.00

Action # 3

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

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	11.5	7	Family Foundation Services
4849 - Truancy rate	38	30	Comprehensive Youth Services

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

Detail the Action

Students designated as code Purple or Red as defined by SESS personnel through EIS reports, will be provided a variety of interventions to support both attendance and truancy. Students will receive Social-Emotional supports based on need through Social Worker, Families First Therapist or Comprehensive Youth services referrals. Attendance calls and meetings will be initiated by SESS and Attendance/Registrar as needed based on data. Attendance will be incentivised as students demonstrate progress to goals set during conferences with students and parents around attendance policies and laws. On-going support and contact efforts will be documented on ATLAS to ensure trend patterns can be the focus of conferences and meetings. Documentation for intervention will be assigned to the Counseling Tab or Other Tab in ATLAS.

SMART Goals

By June 2018, data will show a decrease by 4.5% in chronic absences and excessive excused absences which define chronic absenteeism. Parents will be involved in the goal setting alongside students and progress will be measured weekly throughout the year, by individual student.

By June 2018, data will show a decrease in the rate of truancy by at least 8% as measured by weekly data analysis by student in EIS and ATLAS reports.

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

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

- SESS Social Worker will analyze weekly attendance reports of identified students and incentivise the progress made.
- Quarterly attendance analysis by SESS, Attendance/Registrar, Counseling Assistant, and Administration to determine next steps for individual or groups of students.
- Intervention opportunities will be based on weekly data.
- Implementation of intervention for each individual such as; daily attendance behavior report, weekly improvement recognition, and quarterly recognition.
- Assessment and reflection of RtI effectiveness based on attendance data, ATLAS entry reports and EIS data.
- Refinement or improvement of intervention strategies will be based on on-going CCI process.

Owner(s):

- SESS (Social Worker)
- SESS (Social Worker), GLA
- SESS (Social Worker) Counseling Assistant, Principal
- SESS (Social Worker)
- SESS (Social Worker)
- SESS (Social Worker), GLA

Timeline:

- Weekly
- Quarterly
- Weekly
- Weekly/ Quarterly
- Bi-Weekly
- As Needed

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

- Attend meetings as designed by school personnel to help collaborate in building appropriate intervention supports to meet student needs
- Administration/ Teacher, Parent Conferences to create Attendance Support Plans (ASP)
- Participate in Problem Solving Teams: SSTs, SESS and A2A meetings
- Stay updated by intentionally spending time on ATLAS to review Attendance and Academic Data
- Attendance at meetings for support with Counseling Assistant
- Encourage child to participate in FUSD- GOAL 2 Activities, Arts and Athletics to help provide them a sense of belonging and connectedness to peers and the school community.

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

- Counseling Assistant will work with SESS counselor to conduct monitoring and meetings to achieve maximum support. Phone calls and referral to outside resources will be provided as needed.
- Schoolwide attendance campaign to promote and reward improvement goals, attendance chats will Counseling Assistant, and/or PLUS teacher will address yellow zone (considered almost chronic).
- Women's and Men's Alliances courses to support social-emotional learning and develop self-awareness and self-help skills.
- On-site therapeutic opportunities with a clinical counselor to provide Tier III level supports, home visits and conferences
- On-going mental health supports, case management, and home visits as needed
- SSTs/ 504s/ IEPs as determined from Tier I and II data analysis
- SESS Social Worker individual or small group counseling to establish a connection of self-with others; case management. mental health supports and outside referrals
- Appropriate materials to support instruction of social-emotional and academic demands; incentives and rewards to support progress of student goals
- Parenting resources to support mental health and social-emotional needs of students

Describe Related Professional Learning:

- Social-Emotional Learning Competencies
- Positive Behavior Supports schoolwide-classroom based
- Use of Capturing Kids Hearts/ Safe and Civil-CHAMPs, Olewus Anti-Bullying class meetings
- Uses and strategies of the Re-Engagement Center
- Restorative Practices
- Crisis Management
- Tiered Levels of Support Systems
- Travel, conference fees, or substitutes as needed for student success and progress in meeting goals
- Supplemental contracts, or salary contracts for support as needed
- Students will be offered and encouraged to participate a variety FUSD-GOAL 2 Activities, Arts and Athletics as a way to engage them in the social environment and feel a greater sense of connectedness to peers and the school community.

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

- Same behavioral interventions
- Translators for students or parents as appropriate
- Peer (same language) course alignment when possible for added support
- EL instruction support as determined by district (.2 FTE) ELL specific new comer instructor

Tenaya Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375		Please add: Jenny Borjas ID# 1067553	\$ 12,172.00
3	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Provide babysitting for parent participation	\$ 539.00
3	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	Therapeutic services and intervention for students social-emotional health	\$ 13,300.00
3	2	Sup & Conc	Parent Participation	Direct-Graphics (Dr)				communication materials to families to help students feel connected to school	\$ 1,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% of REA charges for Family Foundation Services	\$ 266.00
3	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials/supplies for class, NO FOOD, NO INCENTIVES	\$ 358.00
								Total	\$ 27,635.00

Action # 4

Domain



1. Academic Performance



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

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	7	30	ENP Coordinator of Volunteers



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

English Learners will be given a variety of on-going supports to help them move toward and through the EL- Redesignation process. Students will create SMART goals in order to understand what they need to know and how to get there. Opportunities for intervention and language support will be provided by teachers and support personnel as determined by on-going data. Students who are considered "new comers" will be provided extra support from a teacher specifically trained for this support if numbers of students meet district criteria.

SMART Goals

By June 2018, EL students will have moved at least one EL designation level as measured by the multiple assessments. Students who are not making progress will receive intensive support.

By June 2018, 5% of EL students considered Long-term Learners will make redesignation progress based on multiple interventions in order to support student growth. This will be done through concerted efforts to identify students, learning needs and interventions needed to best support their learning and progress.

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

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

1. Students will be identified via ATLAS reporting systems.
2. Students who are long-term ELLs will meet with counselors and EL support teacher/ case manager in order to create goals for progress as reported on ATLAS/ ELLS reports.
3. Assessment (CELDT, Interim and Common Formative Assessments) along with on-going grades, will help determine instructional next steps.
4. Instructional Practice Guide will help provide a metric in regard to the engagement, participation and performance with the curriculum of each EL student.

Owner(s):

1. Academic Counselor, VP
2. Academic Counselor
3. Teachers/ ELL designated Teacher
4. Administration, Teachers

Timeline:

1. ELLS weekly report
2. Quarterly
3. On-going
4. Weekly

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

- Parents will attend ELAC meetings
- Parents will meet with teachers, counselors or administration as needed to help develop and support EL Academic Plan
- Parents will communicate academic concerns to Teachers and Academic Counselor

Describe Related Professional Learning:

- EL updated strategies
- Universal Access/ Differentiated instruction
- Support and interventions for Long-term ELLs

- Parents will learn to use ATLAS with on-site support as needed to ensure students are keeping current with assignments.

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

1. Students will receive EL support based on EL level and need including to but not limited to: SDAIE strategies, Push-in language support, peer language support, etc.
2. EL students will be encouraged to participate in FUSD-GOAL 2 Activities, Arts and Athletics in order to help build social relationships, foster oral language acquisition and feel a member of the school community.
3. EL students will receive support in digital learning and have opportunities to be part of the laptop program as appropriate.
4. EL students will be provided educational trips to help foster language acquisition and understanding the community and culture of our community.
5. Students will receive intensive intervention supports through instruction with EL designated teacher in support of learning CORE curriculum (Guaranteed Viable Curriculum) and teacher will advocate for students as needed for clarity and inclusion of learning.

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

- Designated EL teacher/ case manager
- Data (CELDT, Interim, SBAC, CFAs) used to determine progress and incentives for growth
- DRP universal screener
- IPG feedback
- Interpreters as available and necessary

Tenaya Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Provide teacher release for ELD training and professional development	\$ 1,163.00	
4	2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Provide EL teachers planning for instruction of EL students	\$ 1,776.00	
4	2	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies for EL students	\$ 2,672.00	
4	2	LCFF: EL	Parent Participation	Materials & Supplies				Incentives for EL program	\$ 200.00	
4	2	LCFF: EL	Instruction	Non Capitalized Equipment				Technology/Equipment for ELD digital learning opportunities	\$ 4,000.00	
4	2	LCFF: EL	Instruction	Travel				Professional development for EL instruction	\$ 500.00	
4	2	LCFF: EL	Instruction	Direct Transportation (Dr)				EL student field trip	\$ 500.00	
4	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT - Support for EL instruction	\$ 1,000.00	
								Total	\$ 11,811.00	

Action # 5

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	23	35	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	41	50	Fun Works



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Tenaya will provide focused high quality Mathematics opportunities:

- First instruction within CORE courses aligning essential mathematics standards by grade level in order to support student understanding and connections of content to specific critical thinking skills as outlined by CCSS and adherence to Guaranteed Viable Curriculum with a common focus on skills in which students will access content.
- Response to Intervention (RtI) structures in order to meet the needs of all students, based on Common Formative Assessments (CFAs) across CORE subjects in Math essential standards and learning targets.
 - Tier 1- high quality first instruction and reteach opportunities based on on-going observations and checks for understanding in order to assess and provide instructional feedback quickly during the course of a lesson/ unit/ module, etc.
 - Tier 2- high quality system of deployment/ push-in instruction based on CFA results. Students are placed into intervention groups for remediation, on grade level complex tasks, enrichment opportunities to expand depth of understanding at a more rigorous level, utilizing CORE teachers, PLUS teachers, Co-teachers as needed to support skill/ will issues of each student identified.
 - Tier 3- high quality universal access intervention based on individual students needs as measured by universal screeners, grades, CFA, SBAC, Interim/ Benchmark data, utilizing SpEd, Academic Counselor, Paraprofessionals and outside resources as needed.
- SMART Goals in which math standards are identified which can be taught across subject matter and commitments to DOK level 3-4 instruction and frequent CFAs is the basis for each ACs Cycle of Improvement (cycles) occurring once per quarter inclusive of all courses in 7th grade and all courses in 8th grade. Continuous
- Afterschool tutorials by teachers and California Teaching Fellows in which students identified as chronically missing assignments or multiple D/Fs as measured on bi-weekly progress reports receive, by student, teacher contract, specifically identified supports to complete assignments and improve habits leading to greater success. parent,
- Incentives will utilized via FunWorks or like vendors and will recognize student progress and quality character.
- Effective feedback from administration will support Instructional Practices and behavioral management. Other supports will be provided as necessary.

SMART Goals

By June 2018:

- there will be an 12% increase in the number of students meeting standards (mastery) as measured on SBAC MATH Assessment
- there will be a 60% increase in the number of students moving up a performance band on the SBAC MATH Assessment

By March 2018:

1. there will be a 15% increase in the number of student meeting standards as measured on the MATH interim assessment Test 2 as compared to Test 1
2. there will be a 20% increase in the number of students meeting standards as measured on the MATH interim assessment between 2017 Test 2 and the 2018 Test 2

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

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

1. CFAs as created by ACs by department by, grade level. Data will be analyzed by standard, by student, by target.
2. CFA protocol will be used to identify students' needs
3. Follow up from Tier 1 and Tier 2 supports with post-assessment data
4. Interim/benchmark assessments analysis by teacher, by student, by standard
5. EIS data tool analyzed to determine need for academic/ D-F chats
6. Weekly grade book data- determine afterschool tutorial
7. Tier 2- caseload data, identify chronically below students
8. Instructional Practice Guide- ratings identify instructional needs by teacher, by course including timely feedback
9. CCI process- using Problem of Practice Protocols to identify strengths/weaknesses to instructional program

Owner(s):

1. Teachers
2. Teachers
3. Teachers/ ILT/ Principal, VP and GLA
4. Teachers/ ILT/ Principal, VP and GLA
5. Academic Counselor
6. Teachers/ Academic Counselor
7. Teachers
8. Principal, VP and GLA/ Teachers
9. ACs/ Principal, VP and GLA

Timeline:

1. On-going
2. On-going
3. Monthly
4. Interim Calendar (within 2 weeks of each assessment)
5. Bi-Weekly
6. Weekly
7. Quarterly
8. Weekly
9. Quarterly

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

1. ATLAS Parent portal used as a tool to keep parents informed
2. Phone calls to notify parents of academic concerns based on Tier 2 intervention data
3. Attendance at SSTs, IEPs and 504s to collaborate with staff regarding student needs and support opportunities
4. Parent/ Teacher/ Student Afterschool Study Contract: support and enforce with child
5. Attendance at Parent/ Teacher/ Student conferences as requested by either party
6. Communication of concerns to teachers as they arise rather than waiting until the end of quarter or semester

Describe Related Professional Learning:

- iPL as determined by district
- Instructional focus on CCSS essential standards and alignment of CFAs to respond appropriately to the four grounding questions:
 - What do we want students to know and be able to do?
 - How do we know they have learned it?
 - What do we do if they have not learned it?
 - What do we do when they have learned it?
- Using Illuminate to identify appropriate questions for CFAs which focus on the identified essential standards across each course/ subject.
- Conferences/ Trainings to support a deeper understanding of instructional practices/ strategies to meet the needs of all students (Accelerated, SpEd, ELL, etc.).
- Using the Instructional Practice Guide (IPG) as a planning tool.
- Deconstructing essential standards/ beginning with the end (outcome) in mind
- Use of instructional technology: websites, site licenses, programs: turnitin.com, One Drive, One Note, Google Classroom, etc.
- Travel/ conference fees, substitute funds and supplemental contracts will be provided as needed to support the instructional system and student achievement.
- California Teaching Fellows interns may be utilized for afterschool tutorials as needed.
- Funworks will be utilized for incentivizing progress on Interim and Grade Data.

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

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

- Differentiated instruction (all courses)
- Emphasis on essential standards, CFAs and Tiered-level of support
- Variety of elective options to connect students to interests and help support sense of self to improve learning across all subject matter
- Laptop Program provides inclusive opportunities for any student who meets the academic/ behavioral criteria. Students may purchase their own computer or use a Loaner Tablet to be part of this instructional program
- Math is assigned based on district criteria for accelerated math courses.
- All courses will utilize complex texts in order for students to access information and deepen learning.
- All courses will employ common complex tasks, complex student discourse and complex assessments based on identified essential standards and learning targets utilizing specific content to provide context of learning.
- Go Math, district approved curriculum will lend itself to providing students with Guaranteed and Viable Curriculum based on content/ subject matter, not individual teacher
- Instructional technology (tablets, laptops, doc cameras, projectors, etc) will assist students in accessing instruction and learning of critical thinking skills and CCSS.

- Women's and Men's Alliance courses will be offered to students in need of this support as identified through demographic, EIS and SESS data.
- EL students will be provided specific instruction through .2 FTE funded teacher to meet the needs of newcomers on campus as determined by district criteria
- EL-LTEs will receive support through peer partnerships based on like-languages in order to access oral and written language for learning and doing.
- Teachers will provide appropriate instructional scaffolding to all students based on individual needs using TPR, SDAIE or language acquisition strategies as needed.
- Peer like-language groups will be identified and supported as necessary.

Tenaya Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Office equipment to prepare for instruction.	\$ 7,000.00
								Total	\$ 7,000.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			Provide teacher release for professional development and training in PLC's and RtI Provide teacher release for walk-through opportunities across grade levels and subject matter Provide teacher release to conduct SST/ 504's and IEPs Provide teacher release for subject specific conferences	6,974.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Provide supplemental contracts to TEACHERS for planning, implementing and strategizing instructional opportunities for students	23,683.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student academic and social-emotional learning	36,838.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technological support for digital learning and upkeep of equipment	17,000.00
1	1	Sup & Conc	Instruction	Travel			Conference fees and travel funds for professional development for TEACHERS	21,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Travel			: Conference fees and travel funds for professional development for ADMINISTRATION	5,000.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent participation	5,000.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Afterschool support for identified at-risk with chronic D's and F's	10,426.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CA Teaching Fellows	358.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Darrin Person: Provide facilitator for Men's Alliance Course for 7th and 8th grade boys	14,500.00
3	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Provide babysitting for parent participation	539.00
3	2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials/supplies for class, NO FOOD, NO INCENTIVES	358.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	Please add: Jenny Borjas ID# 1067553	12,172.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Theraputic services and intervention for students social- emotional health	13,300.00
3	2	Sup & Conc	Parent Participation	Direct-Graph			: communication materials to families to help students feel connected to school	1,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% of REA charges for Family Foundation Services	266.00
4	2	LCFF: EL	Instruction	Teacher-Subs			Provide teacher release for ELD training and professional development	1,163.00
4	2	LCFF: EL	Instruction	Teacher-Supp			Provide EL teachers planning for instruction of EL students	1,776.00
4	2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for EL students	2,672.00
4	2	LCFF: EL	Instruction	Nc-Equipment			Technology/Equipment for ELD digital learning opportunities	4,000.00
4	2	LCFF: EL	Instruction	Travel			Professional development for EL intruction	500.00
4	2	LCFF: EL	Instruction	Direct Trans			EL student field trip	500.00
4	2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT - Support for EL instruction	1,000.00
4	2	LCFF: EL	Parent Participation	Mat & Supp			Incentives for EL program	200.00
5	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Office equipment to prepare for instruction.	7,000.00

\$187,225.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,795.00
Sup & Conc	7090	\$138,619.00
LCFF: EL	7091	\$11,811.00
Grand Total		\$187,225.00

Domain Totals	Budget Totals
Academic	\$147,779.00
SEL / Culture & Climate	\$39,446.00
Grand Total	\$187,225.00