

Thomas Elementary

10621666006514

Principal's Name: **Russ Allsman (Vice Principal)**

Principal's Signature: 

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

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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. Acting Principal - Ermelinda Sanchez	X				
2. Tamika Tatum		X			
3. Nancy Newsom		X			
4. Gary Greene		X			
5. Lisa Martinez			X		
6. Suzanne Church				X	
7. Amanda Rodriguez				X	
8. Ashley Atkinson				X	
9. Betty Castor				X	
10. Sara Serna (Chairperson)				X	

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
Vice Principal	Russ Allsman		3/23/17
SSC Chairperson	Sara Serna		3/23/17.

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$62,738 *
7090	LCFF Supplemental & Concentration	\$232,237
7091	LCFF for English Learners	\$40,386
TOTAL 2017/18 ON-SITE ALLOCATION		\$335,361

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,178
Remaining Title I funds are at the discretion of the School Site Council	\$61,560
Total Title I Allocation	\$62,738

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)	39/68	N/A ³	22.39%	23.35%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	55/68	N/A ³	12.94%	14.03%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	25/66	N/A ³	29.91%	27.72%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	22/68	0.00% ⁴	50.30%	48.20%	33.09%	•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	28/63	N/A ⁶	36.21%	37.50%	0.85%	•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	40/63	N/A ⁶	48.28%	46.43%	9.40%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	19/67	N/A ⁷	N/A ⁷	25.67%	37.85%	•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	43/67	N/A ⁸	N/A ⁸	18.15%	28.57%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	20/68	14.06%	22.61%	19.17%	15.24%	•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)	9/68*	28.72%	35.56%	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	26/68	35.45%	41.57%	40.21%	40.45%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	40/68	94.85%	94.41%	94.87%	94.65%	•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)	26/69	15.23%	15.82%	14.25%	14.11%	•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)	47/68	N/A ¹⁰	N/A ¹⁰	43.66%	27.71%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	5.24%	0.12%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	53/68	5.24%	10.38%	10.06%	3.89%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.12%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	45/67	27.59%	40.54%	32.07%	9.64%	•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.	8/68	N/A ¹³	N/A ¹³	79.21%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	49/69	N/A ¹³	N/A ¹³	61.18%	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.	15/68	N/A ¹³	N/A ¹³	62.45%	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.	16/68	N/A ¹³	N/A ¹³	73.77%	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

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23.35	33.35	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	37.33	47.33	
3169 - 3rd grade students reading at grade level	27.72	37.72	

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

Detail the Action

Thomas will have a school wide focus on continuing the work in building a teaching foundation that aligns the Common Core State Standards and content in English Language Arts. The first focus area will be using high quality complex text and supporting student learning with tasks and questions that provide challenging content related to integrating reading, writing, speaking and listening. The Instructional Practice Guide tenets will drive and support the work of all stakeholders in the implementation of a shared vision of effective instruction. Site professional learning will be driven by the results of data aligned with a focus on effective instruction. Students that need additional tier 2 and 3 supports will be supported through an RtI model that addresses student needs based on CFA assessment of essential standards. A 4375 computer paraprofessional will support students in acquiring technology skills in alignment with the FUSD technology continuum.

A second focus area will be providing an emphasis on supporting early learning foundational skills. Foundational skills will align to the reading foundations standards for each grade level.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

The growth in SBAC ELA proficiency from 14-15 to 15-16 was 1.07%. Growth on the most recent district 16-17 CFA comparing 15-16 results showed an increase of 11.66% in student proficiency rates.

SMART Goals

As a result of a focus on using high quality complex text and tasks aligned with CCSS the percentage students meeting or exceeding grade level standards on district Interim/CFA and CAASPP will increase 10% as evidenced by an

increase in our SQII indicator (3165) percentage rate from 23.35% to 33.35% and SQII indicator (6256) from 37.33% to 47.33% by the end of the 17-18 school year.

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

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

- Analysis of 16-17 SBAC Data
- DRP Data
- Interim Assessment Data
- BAS/Fluency Data
- KAIG Assessment Data
- Professional Learning Agendas
- Classroom/Grade Level Formative Assessments as aligned to GVC
- Classroom walkthrough feedback and observations
- Data Chats
- SQII Data monitoring
- Instructional Practice Guide Data IPG-using IPG tool
- AC Protocol documentation and feedback on AC work
- Illuminate formative assessments

Owner(s):

Site administration
Grade Level Lead Teachers-ILT
Teachers
Instructional Aides and other support staff

Timeline:

CCI Process will be utilized to determine progress during the following timelines:
Ongoing AC meetings
Interim Assessment Windows
During Professional Learning
Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

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

- Communications to parents/students Edu-text Atlas parent portal
- Parent/teacher conferences
- School newsletter
- Back-to-school-night
- Open House
- School Site Council/ELAC
- Parent Coffee Hour
- Booster Events
- .375 Home School Liaison
- .75 Resource Counseling Assistant

Describe Related Professional Learning:

- Professional development on alignment of complex text and tasks
- Professional development on questioning and comprehension strategies
- Professional development and calibration of Instructional Practice Guide tenets
- Professional development on utilizing the GVC to develop instruction
- Professional development on best practices of AC teams utilizing Learning by Doing
- Site training on differentiated instruction
- Professional development on data analysis and planning next steps
- Continued Participation in Early Learning Professional Learning and Coaching Cycles
- Training on technology/Digital Literacy
- Utilize .4375 Computer Paraprofessional for teacher professional development and student support
- District provided professional learning on new ELA adoption/CCSS
- Continued professional development aligned with Regional Focus Work
- Utilize District coaching support for literacy training and implementation of GVC
- Professional Learning on Integrated/Designated ELD

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

- Professional books for teachers
- Computers and other related hardware/software (i.e. Starfall)
- Instructional materials and supplies
- Extra time for Computer Tech to support assessment and PL
- Substitutes for teacher planning time and data chats
- Substitutes for IEP and SST Meetings
- .4375 Computer Tech. To support students and teachers in technology
- .4625 Certificated Tutor to provide support in teacher professional development
- 6 California Teaching Fellows

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

- Goalsetting for EL students for monitoring redesignation requirements
- EL component integrated into Professional Learning
- Designated/Integrated ELD instruction for English Learner Students
- Additional actions outlined in Action #4

Thomas Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst I	0.4375				\$ 11,932.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for IEPs/SSTs, 2 per day for 20 days. Also supports Actions 2, 3, 4, 5, 6.		\$ 5,812.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for planning day. Split funded with 7091. Also supports Actions 2, 3, 4.		\$ 4,815.00
1	1	Sup & Conc	Other Instructional Resources	Classified Support-Extra Time				Computer Tech Extra Time. Also supports Actions 2, 3, 4.		\$ 1,571.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for student data review, student support, peer observations. Also supports Actions 2, 3, 4, 5, 6.		\$ 1,453.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology- Hardware		\$ 48,716.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Online subscriptions - Starfall		\$ 270.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies to support instruction. Also supports Actions 2, 3, 4, 5, 6.		\$ 19,325.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	5 Teaching Fellows, M-Th at 3 hrs./day for 136 days. Also supports Actions 2, 3		\$ 36,941.00
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh lease		\$ 5,391.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance		\$ 1,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics. Also supports Actions 2, 3, 4, 5, 6.		\$ 750.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Hardware		\$ 20,065.00
								Total		\$ 158,041.00

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	14.03	24.03	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	29.49	39.49	
3752 - Students scoring maximum on the KAIG in Math	46.43	56.43	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Thomas will have a school wide focus in math instructional strategies that reflect the K-6 shifts required by the Common Core State Standards for Mathematics. The primary focus being that lessons align with the shifts of focus, coherence and rigor. These shifts will be addressed in the content of math lessons. Professional learning will also focus on ensuring that lessons utilize the 8 mathematical instructional practices that require students be responsible for the thinking through the mathematical practices. Lessons developed will reflect a deeper understanding of the math content presented, thus increasing student ownership. Professional development will build teacher understanding of these practices to ensure that teachers are using strategies to develop student proficiency (conceptual understanding, procedural skill and fluency, application) in math. Teaching Fellows will be utilized to support tier 2 interventions in math. Computer paraprofessional will support professional development and student technology skills.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

The growth in SBAC math proficiency from 14-15 to 15-16 was 1.12%. Growth on the most recent district 16-17 CFA comparing 15-16 results showed an increase of 11.34% in student proficiency rates.

SMART Goals

As a result of a focus on math instructional strategies and the shifts of focus, coherence and rigor aligned with CCSS and the Instructional Practice Guide the percentage students meeting or exceeding grade level standards on district Interim/CFA and CAASPP will increase 10% as evidenced by an increase in our SQII indicator (3166) percentage rate from 14.03% to 24.03% and SQII indicator (6256) from 29.49% to 39.49% by the end of the 17-18 school year. Students scoring the maximum on the KAIG in Math will increase from 46.43% to 56.43%.

Progress in Math last year was an increase of 1.9% on Student 15-16 SBAC Scores.

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

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

- Analysis of 16-17 SBAC Data
- DRP Data
- Interim Assessment Data
- BAS/Fluency Data
- KAIG Assessment Data
- Professional Learning Agendas
- Classroom/Grade Level Formative Assessments as aligned to GVC
- Classroom walkthrough feedback and observations
- Data Chats
- SQI Data monitoring
- Instructional Practice Guide Data IPG-using IPG tool
- AC Protocol documentation and feedback on AC work
- Illuminate formative assessments

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

- Communications to parents/students Edu-text Atlas parent portal
- Parent/teacher conferences
- School newsletter
- Back-to-school-night
- Open House
- School Site Council/ELAC
- Parent Coffee Hour
- Booster Events
- .375 Home School Liaison
- .75 Resource Counseling Assistant

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

- Professional books for teachers
- Computers and other related hardware/software
- Extra time for Computer Tech to support assessment and PL
- Instructional materials and supplies related to math
- Instructional Aides
- Substitutes for instructional planning time and teacher data chats
- Substitutes for IEP and SST Meetings
- Materials and supplies needed for professional development
- .4375 Computer Tech. to support teacher professional development and student technology use
- California Teaching Fellows

Owner(s):

Site administration
Grade Level Lead Teachers/ILT
Teachers
Instructional Aides and other support staff

Timeline:

CCI Process will be utilized to determine progress during the following timelines:
Ongoing AC meetings
Interim Assessment Windows
During Professional Learning
Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

Describe Related Professional Learning:

- Ongoing training on utilizing GVC for math instruction
- Professional development on the Mathematical Practices
- Professional development on the Instructional Practice Guide as it relates to math
- Training on technology related to math content
- Professional Development on Coherence and Progression Maps
- Ongoing support from district Math coaches and district provided professional development
- Continued professional development aligned with Regional Focus Work

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

- EL component integrated into Professional Learning
- Additional actions outlined in Action #4

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	27.72	38.36	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	37.5	47.5	
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23.35	33.35	

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

Detail the Action

Thomas will develop and implement a comprehensive RtI program with tiered levels of support in grades Pre-K through 6th grade with an emphasis on early learning literacy development and support. A.4625 certificated tutor, 6 Teaching Fellows, and 2 instructional assistants will assist in supporting teacher instruction during a focused ELA intervention time.

A priority will be given to support early learning and foundational literacy skills to students in grades K-2 during the first quarter. Intervention/Acceleration will be provided through multi-tiered AC/school systematic support with flexible grouping in real time. Small group support and deployment will be utilized based on student assessment data using Grade Level and District CFAs/Interim, BAS and fluency as well as SBAC data for students in grades 3-6.

AC teams will utilize ongoing assessment data using common formative assessments to determine a focus on essential standards to meet student needs in developing instructional supports for students to promote student academic growth in ELA and Math. Ongoing formative data will be documented on student progress using the Cycle of Continuous Improvement and action plans will be developed to monitor student academic progress and the impact of supports being utilized.

SMART Goals

As a result of a focus using ongoing common formative assessment data to determine instructional supports for students using an RTI model the percentage students meeting or exceeding grade level standards on district Interim/CFA and CAASPP will increase 10% as evidenced by an increase in our SQII indicators (3169, 3751, 3165) by the end of the 17-18 school year.

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

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

- 16-17 SBAC Data Interim Assessment Data
- Grade Level Common Assessment Data
- KAIG Assessment Data
- Professional Learning Agendas
- Classroom/Grade Level Formative Assessments
- Classroom walkthrough feedback and observations
- Data Chats
- SQII Data
- Instructional Practice Guide Data
- AC's Protocol documentation and feedback on AC work
- Illuminate formative assessments
- Student Success Team (SST) Meetings
- Individualized Educational Plan (IEP) Meetings for students identified with learning disabilities- annually
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning- annually

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

- Communications to parents/students Edu-text Atlas parent portal
- Parent/teacher conferences
- School newsletter
- Back-to-school-night
- Open House
- School Site Council/ELAC
- Parent Coffee Hour
- Booster Events
- .375 Home School Liaison
- .75 Resource Counseling Assistant

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

- Professional books for teachers
- Computers and other related hardware/software
- Instructional materials and supplies
- Substitutes for teacher planning days, observations and data chats
- Substitutes for IEP and SST Meetings
- .4625 Certificated Tutor
- 2 Instructional Aides
- 6 Teaching Fellows
- .4375 Computer Tech

Owner(s):

Site administration
Grade Level Lead Teachers
Teachers
Instructional Aides and other support staff

Timeline:

CCI Process will be utilized to determine progress during the following timelines:
Ongoing AC meetings
Interim Assessment Windows
During Professional Learning
Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

Describe Related Professional Learning:

- Professional development on scaffolding and differentiation
- Training on SST process and level 2 and 3 intervention strategies
- Professional learning on AC collaboration and planning related to analyzing data, student work and the common formative assessment process
- Training on utilizing support staff for student interventions
- Training on technology/Digital Literacy
- Professional development on alignment of complex text and tasks
- Professional development on questioning and comprehension strategies
- Continued work utilizing Learning by Doing to drive AC work
- Continued professional development on Regional Focus Work
- Books, such as Visible Learning will be utilized to analyze the effectiveness of the actions implemented for supporting student achievement
- Certificated Tutor will support the implementation and development of an RTI structure, provide professional development to teachers and support staff

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

Data analysis during AC collaboration and planning will look at subgroup progress with a focus on economically disadvantaged, EL and Foster students and prioritize interventions to meet the needs of students as determined by CFA data analysis.

EL Data Chats to be held at least once each semester.

Targeted EL interventions will be provided by the Certificated Tutor, Teaching Fellows, and Instructional Aides.

The RCA will work with EL students to establish redesignation goals and monitor growth.

Thomas Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3237		Certificated Tutor to support RtI program. Also supports Actions 1, 2, 4.	\$	33,174.00
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1388		Certificated Tutor to support RtI program. Also supports Actions 1, 2, 4.	\$	14,224.00
Total									\$	47,398.00

Action # 4

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	19.17	29.17	
2358 - EL's not advancing at least one proficiency level in Re-designation	37	47	

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

Detail the Action

Thomas will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. A focus will be on improving language acquisition and literacy through designated and integrated ELD. Professional learning will be provided in understanding and utilizing ELD Standards. The Certificated Tutor, Teaching Fellows, and Instructional Aides will provide targeted interventions to help students stay on target to achieve redesignation.

SMART Goals

As a result of a focus on supporting English Learner students redesignation rates of 1st-6th grade students identified as meeting criteria for redesignation at the end of the spring semester, redesignation rates will increase by 10% as evidenced by an increase in our SQII percentage rate from 19.17% to 29.17% by the end of the 17-18 school year. English Learners that have not advanced at least 1 proficiency level on the current CELDT from the previous year CELDT will increase by 10% from 37% to 47%.

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

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

Describe Related Professional Learning:

- Communications to parents/students Edu-text Atlas parent portal
- Parent/teacher conferences
- School newsletter
- Back-to-school-night
- Open House
- School Site Council/ELAC
- Parent Coffee Hour
- Booster Events
- Home School Liaison (Spanish)

- Training on RFEP progress monitoring
- Training on ELD/ELA Frameworks and planning instruction aligned with EL needs
- Collaboration on RtI reading strategies
- Training on strategies related to CELDT
- Training on understanding student ELD levels and progress towards redesignation
- Professional development on integrated and designated ELD instruction

- Resource Counseling Assistant

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

- Home School Liaison
- CELDT Assessors
- Materials and Supplies related to EL professional learning and for implementation of strategies and support for EL students
- Technology
- Substitutes for IEP and SST Meetings
- Substitutes for EL Data Chats
- English Language learners will receive designated and integrated instruction to meet their individual needs
- Instructional Aides
- Teaching Fellows
- Resource Counseling Assistant
- Certificated Tutor

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

English Learner progress monitoring and identification of students not progressing towards redesignation will be supported by additional supports and interventions to meet student needs. The Certificated Tutor, Teaching Fellows and Instructional Aides will provide targeted supports and interventions to EL students.

Teachers and the RCA will facilitate data chats and goal setting conferences with students, to help students meet redesignation targets.

Teachers will meet in ACs and subs will be provided to so that teachers can review data with administration to review data, set goals, and determine next steps.

Thomas Budgeted Expenditures												
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget			
4	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.1875		Split funded, 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	\$	5,002.00		
4	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.1875		Split funded 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	\$	4,002.00		
4	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.1875		Split funded, 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	\$	5,002.00		
4	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.1875		Split funded 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	\$	4,002.00		
4	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Subs for planning day. Split funded with 7090. Also supports Actions 1, 2, 3.	\$	4,815.00		
4	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Subs for data chats 2 times per year. Also supports Actions 1, 2, 3	\$	580.00		
4	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators for parent meetings. Also supports Actions 1, 2, 3, 5, 6.	\$	422.00		
4	1	LCFF: EL	Instruction	Materials & Supplies				EL Materials and Supplies.	\$	1,652.00		
4	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent materials and supplies	\$	500.00		
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors 2 subs for 6 days	\$	1,800.00		
4	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellow to support EL students. Also supports Actions 1, 2, 3.	\$	7,389.00		
									Total	\$	35,166.00	

Action # 5

Domain



1. Academic Performance



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

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	16.81	6.81	Family Foundation Services
48 - Attendance rate	94.68	98.68	
2080 - Students engaged in a goal 2 activity	32.07	42.07	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Thomas will focus on addressing TK-6th grade students who are chronically absent. Counseling services will be provided for students needing intervention. The Home School Liaison and Resource Counseling Assistant will be utilized to support student attendance interventions, parent contacts and meetings regarding attendance requirements. ATLAS will be utilized by teachers and other support staff to document phone calls, conferences and SST meetings regarding student attendance issues. The office staff will be trained on supporting parent communication regarding absenteeism. The office staff will report data regarding chronic absences, and student tardies. Students with chronic absences will be encouraged and given priority to participate in Goal 2 Activities to support a home/school connection.

Thomas will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities. Students will be encouraged to participate in after-school sports, before and after –school activities. Activities may include, but not limited to: student leadership, Science Olympiad, Peach Blossom, Safety Patrol and Valet, Noontime activities such as outdoor games, sports leagues, art projects, and clubs. The Resource Counseling Assistant (RCA) will help support and promote student participation in planned activities. These activities will involve identified students to help build positive connections to school and build social skills.

Current data indicates that there has been an increase in chronic absences from 14.25% in 15-16 to 16.93% as indicated by Q3 16-17 data. Students 15-16 data indicates that 32.07% of students were involved in goal 2 activities. A decrease of 8.47%.

SMART Goals

As a result of a focus on appropriate attendance interventions the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of appropriate attendance interventions the actions implemented will result in a decrease of 10% in the chronic absenteeism rate as evidenced by a decrease in our SQI percentage rate from 16.81% to 6.81% by the end of the 17-18 school year.

(2080) As a result of a focus on the number of students who are engaged in any Goal 2 Activities (Activities, Arts or Athletics) participation will increase by 10% as evidenced by an increase in our SQI percentage rate from 32.07% to 42.07% by the end of the 17-18 school year.

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

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

- Atlas attendance reports
- Participation in parent attendance meetings
- Actions based on SST meetings
- Documentation of interventions utilizing ATLAS portfolio
- NTA Meetings to encourage Goal 2 leadership
- Participation in Goal 2 clubs and activities
- Staff professional learning on who our unique students are and strategies to promote involvement in Goal 2 activities.

Owner(s):

Attendance Clerk
HSL/Administration
Teachers/Administration
All Staff Members

Timeline:

CCI Process will be utilized to determine progress during the following timelines:
Ongoing AC meetings
Interim Assessment Windows
During Professional Learning
Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

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

- Communication to parents/students
- Edu-text
- Atlas parent portal
- Parent/teacher conferences
- Monthly school newsletter
- Back-to-school-night
- School Site Council/ELAC
- Parent Coffee Hour
- Booster Events
- Parent University Classes
- Attendance meetings

Describe Related Professional Learning:

- Professional development on appropriate attendance interventions and incentives for attendance
- HSL, RCA, and Office Staff training on interventions and data analysis
- ATLAS Report analysis/Attendance reports analysis
- Reverse Tardy Procedures
- Documentation and handling of students that are tardy to school.

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

- Attendance and behavior incentives
- Classroom attendance incentives
- Attendance awards
- .375 Home School Liaison
- .75 Resource Counseling Assistant
- Team building and social skills activities
- SST Process
- Office Staff
- Materials and supplies related to supporting student attendance interventions
- Substitutes for SST Meetings
- Materials and supplies related to parent meetings regarding attendance
- Extra pay contracts for Safe and Civil Team to develop incentives to support attendance
- Assembly costs for attendance incentives
- After-school sports
- Before and after –school activities may include, but not limited to, student leadership, Science Olympiad, Peach Blossom, Girl Power, Tech Club, Safety Patrol and Valet Clubs
- Materials and supplies to support student Goal 2 activities
- Materials and supplies to support community and parent involvement in coaching or leading Goal 2 clubs and sports activities.

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

- HSL and RCA contact
- Counseling services
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Thomas Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		Also supports Actions 4 and 6.	\$ 11,377.00
5	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for parent participation	\$ 422.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent materials& supplies, NO FOOD, NO INCENTIVES	\$ 500.00
5	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage	\$ 300.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Counseling evaluation fee	\$ 718.00
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	Counseling: Family Foundations: 28 hours/week for 38 weeks. Split 80/20 with 7091	\$ 35,910.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Save Mart PO for meetings and incentives	\$ 1,500.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Rewards and Incentives	\$ 1,500.00
Total									\$ 52,227.00

Action # 6

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	79.21	89.21	Family Foundation Services
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	73.77	83.77	
7133 - Elementary students growth mindset survey results for questions 10-13	61.18	71.18	
7134 - Elementary students self-efficacy survey results for questions 14-17	62.45	72.45	

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

Detail the Action

A focus on the 4 Core social emotional constructs: self management, growth mindset, self efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on building student self efficacy. The Safe and Civil team along with district supports (DPI) will provide professional development and a focus on building capacity in these 4 areas.

Thomas Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Site counselor and a Resource Counseling Assistant (RCA) will provide support services to students that have high social emotional needs. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

SMART Goals

Based on Student SEL Survey data, at the end of the 17-18 school year students will show a 10% increase on the 4 Core social emotional constructs; self management, growth mindset, self efficacy and social awareness.

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

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

- Analysis of 16-17 Survey Data
- Professional Learning Agendas
- Classroom walkthrough feedback and observations
- SQI Data monitoring
- AC Protocol documentation and feedback on AC work

Owner(s):

Safe and Civil Team
All Staff
Administration

Timeline:

CCI Process will be utilized to determine progress during the following timelines:
Ongoing AC meetings
Interim Assessment Windows
During Professional Learning
Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

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

- Communications to parents/students Edu-text Atlas parent portal
- Parent/teacher conferences
- School newsletter
- Back-to-school-night
- Open House
- School Site Council/ELAC
- Parent Coffee Hour
- Booster Events
- Home School Liaison
- Resource Counseling Assistant

Describe Related Professional Learning:

- Professional Learning on the 4 Core Social Emotional Constructs
- Professional learning on Olweus-Class meetings structures
- Rules/Expectations for school-wide implementation.
 - Tiered Levels of response to behavior
 - Second Step
 - Class Meetings
 - Olweus
 - MAC
 - CHAMPS
 - ATLAS data entry for positive behaviors and misbehaviors
 - Positive Behavior Assemblies
- Social-Emotional Presentations by site Counselor and Safe & Civil Schools Team
- Safe and Civil School Training for team members, RCA, and NTA's
- Substitutes for Safe and Civil Team planning
- Training for teachers to enter data on ATLAS for positive behaviors and misbehaviors

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

- All students will receive continued effective implementation of CHAMPS, Second Step, Class Meetings, Olweus
- Resource Counseling Assistant (RCA) to engage identified students in social skills lessons and team building activities to help them be successful during recess and feel connected to school. RCA to also work with students in small groups and one on one, to develop positive social and academic skills.
- Student of the Month – to honor students demonstrating a Character Counts pillar of the month
- All classrooms will implement Class Meetings and/or Second Step Lessons weekly
- Implement Safe and Civil Schools initiatives as deemed necessary by the team, such as cafeteria, playground, restrooms, recess, lines
- Ongoing implementation of school wide anti-bullying program, Olweus
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students to be referred to the Student Success Team when necessary to determine Tier 2 and Tier 3 intervention supports
- Counseling services to provide social-emotional support for select students as needed and referred

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

- HSL and RCA contact and support
- Counseling services
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- Students will be provided with Growth Mindset strategies and self-management tools to persevere in difficult situations.

- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to SST
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture
- Funds for positive behavior assemblies and awards promoting academic and/or social emotional growth

Thomas Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500		RCA to provide targeted social emotional support for students, provide strategies to students and parents and support SEL. Also supports Actions 1, 2, 3, 4, 5.	\$ 41,344.00
6	2	Sup & Conc	Ancillary Services	Teacher-Supplemental Salaries				Additional Planning Time for Safe and Civil Team.	\$ 1,185.00
Total									\$ 42,529.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0450 Thomas Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for student data review, student support, peer observations. Also supports Actions 2, 3, 4, 5, 6.	1,453.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Online subscriptions - Starfall	270.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology- Hardware	48,716.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning day. Split funded with 7091. Also supports Actions 2, 3, 4.	4,815.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs/SSTs, 2 per day for 20 days. Also supports Actions 2, 3, 4, 5, 6.	5,812.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support instruction. Also supports Actions 2, 3, 4, 5, 6.	19,325.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology - Hardware	20,065.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 5 Teaching Fellows, M-Th at 3 hrs./day for 136 days. Also supports Actions 2, 3	36,941.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics. Also supports Actions 2, 3, 4, 5, 6.	750.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh lease	5,391.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.438		11,932.00
1	1	Sup & Conc	Other Instructional Resources	Cls Sup-Ext			Computer Tech Extra Time. Also supports Actions 2, 3, 4.	1,571.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.324	Certificated Tutor to support RTI program. Also supports Actions 1, 2, 4.	33,174.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.139	Certificated Tutor to support RTI program. Also supports Actions 1, 2, 4.	14,224.00
4	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.188	Split funded, 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	5,002.00
4	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.188	Split funded 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	4,002.00
4	1	LCFF: EL	Instruction	Teacher-Subs			Subs for planning day. Split funded with 7090. Also supports Actions 1, 2, 3.	4,815.00
4	1	LCFF: EL	Instruction	Teacher-Subs			Subs for data chats 2 times per year. Also supports Actions 1, 2, 3	580.00
4	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.188	Split funded 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	4,002.00
4	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.188	Split funded, 50/50 with 7090 and 7091. Also supports Actions 1, 2, 3.	5,002.00
4	1	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies.	1,652.00
4	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students. Also supports Actions 1, 2, 3.	7,389.00
4	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors 2 subs for 6 days	1,800.00
4	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent meetings. Also supports Actions 1, 2, 3, 5, 6.	422.00
4	1	LCFF: EL	Parent Participation	Mat & Supp			Parent materials and supplies	500.00

5	2	Title 1 Basic	Parent Participation	Cls Sup-Sup		Babysitting for parent participation	422.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp		Parent materials& supplies, NO FOOD, NO INCENTIVES	500.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375 Also supports Actions 4 and 6.	11,377.00
5	2	Sup & Conc	Instruction	Mat & Supp		: Save Mart PO for meetings and incentives	1,500.00
5	2	Sup & Conc	Instruction	Mat & Supp		: Rewards and Incentives	1,500.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other		2% Counseling evaluation fee	718.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth		Family Foundation Services : Counseling: Family Foundations: 28 hours/week for 38 weeks. Split 80/20 with 7091	35,910.00
5	2	Sup & Conc	Attendance & Social Work Service	Local Mileag		Local Mileage	300.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750 RCA to provide targeted social emotional support for students, provide strategies to students and parents and support SEL. Also supports Actions 1, 2, 3, 4, 5.	41,344.00
6	2	Sup & Conc	Ancillary Services	Teacher-Supp		Additional Planning Time for Safe and Civil Team.	1,185.00
							\$335,361.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,738.00
Sup & Conc	7090	\$232,237.00
LCFF: EL	7091	\$40,386.00
Grand Total		\$335,361.00

Domain Totals	Budget Totals
Academic	\$240,183.00
SEL / Culture & Climate	\$95,178.00
Grand Total	\$335,361.00