

Thomas Elementary

106216660065141

Principal's Name: Matt Phanco

Principal's Signature:

A handwritten signature in black ink, appearing to read "Matt Phanco", written over a large, faint circular watermark or stamp.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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

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

Consolidated Program Assurances

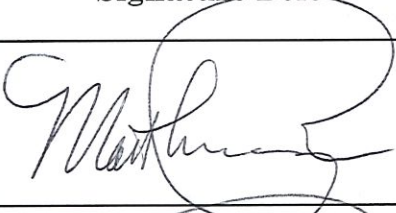

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Matt Phanco	X				
2. Chairperson – Suzanne Church				X	
3. Nancy Newsom		X			
4. Julie Coleman		X			
5. Mercedes Blanco				X	
6. Lisa Martinez			X		
7. Gina Rogers				X	
8. Francisco Gastelum Rivera				X	
9. Adalia Rangel				X	
10.					
11.					
12.					
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 _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Matt Phanco		3/23/18
SSC Chairperson	Suzanne Church		3/23/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$64,770 *
7090	LCFF Supplemental & Concentration	\$261,032
7091	LCFF for English Learners	\$39,624
TOTAL 2018/19 ON-SITE ALLOCATION		\$365,426

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,524
Remaining Title I funds are at the discretion of the School Site Council	\$63,246
Total Title I Allocation	\$64,770

Thomas Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	15.2	22.2
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.626	37.626
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.528	28.528

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

During the 2017-18 school year Thomas has implemented the following to support students in meeting or exceeding standards in ELA as measured by SBAC, DRP, CFAs, and District Interim Assessments:

- Consistent use of IPG during all classroom walk-throughs to identify areas of strength and opportunities for growth.
- Use of 6-8 week plans that outline our problem of practice. SMART Goals and supports were implemented to move students toward meeting or exceeding standards.
- Professional Development was designed to support grade levels around AC grounding questions: What do we want students to learn and be able to do? How will we know they've learned it and how will we respond when they do and don't learn it?
- Coaches were enlisted to support grade levels.
- Tier 2 intervention was implemented in grades 1st through 5th utilizing CT and within grade-levels.
- Teachers utilized 6 week plans to reteach and review low performing standards following District Interim Assessments.
- Release days were provided to grade levels to observe each other and plan for CFAs and data review.
- Three teachers and both administrators attended professional development during the summer to support Accountable Community Work.
- Supplemental contracts were provided to teachers to support students after-school.
- Utilized Extended Library Hours and tutoring to target Tier 2 students.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 2017.2018 SPSA only funded for Tier 2 RTI supports to be in place
- After school interventions began in quarter 2
- Accountable Communities are developing as grade levels in creating targeted Common Formative Assessments
- Regular data chats were not in class for Accountable Communities to meet with the RTI certificated tutor
- Lack of process in identifying students needing extra support in academic and social/emotional areas
- Significant subgroup students will have priority for after school/before school support
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Teaching Fellows worked in targeted grade levels around focus standards and content created by AC teams
- ACs identify students by standard in area of need and strength then provide additional interventions to identified EL students, foster, and economically disadvantaged youth.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- After school interventions began in quarter 3
- Accountable Communities are developing as grade levels in creating targeted Common Formative Assessments

- Partnered with CSUF Boys to Men and Girls to Women club to provided additional after-school support.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

During the 2017-18 school year Thomas has implemented the following to support students in meeting or exceeding standards in ELA as measured by SBAC, DRP, CFAs, and District Interim Assessments:

- Consistent use of IPG during all classroom walk-throughs to identify areas of strength and opportunities for growth.
- Use of 6-8 week plans that outline our problem of practice. SMART Goals and supports were implemented to move students toward meeting or exceeding standards.
- Professional Development was designed to support grade levels around AC grounding questions: What do we want students to learn and be able to do? How will we know they've learned it and how will we respond when they do and don't learn it?
- Coaches were enlisted to support grade levels.
- Grade levels and administrators worked to fine tune CFAs to target essential standards.
- Administrators worked with grade levels and District coaches to support grade levels that did not meet Data Goals.
- Utilized Reflex math to support fluency in addition, subtraction, multiplication and division.
- Release days for AC teams to dive deep into the standards and GVC.

EL Reclassification Rate (All grade levels)

During the 2017-18 School year Thomas took the following actions to prepare students for the new state assessment ELPAC and support ELLs in meeting our redesignation goal of 22%:

- Had grade levels identify their ELL students and their current level.
- Assemblies were utilized for ELL students to acclimate them to the new ELPAC assessment.
- PL was provided to staff to acclimate them to ELPAC and prepare students for new assessment.
- We acknowledge that we need to have a greater emphasis on moving students towards redesignation.

- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Teaching Fellows worked in targeted grade levels around focus standards and content created by AC teams

EL Reclassification Rate (All grade levels)

- Designated ELD time built in the school data
- Supports in place to monitor EL progress based on each student's ELD level

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Incentives for students
- Parent Workshops to support ELA & Math
- After-School Tutoring

2 ELAC:

- Expand after school tutoring
- Expand classroom technology
- Invest in library supports
- Equip parents to support students
- Add classroom aides

3 Staff:

- Substitutes for 2 days a year for data chats
- Online Subscriptions: Accelerated Reader, Starfall, Reflex Math
- Invest in more student tablets and technology supports within the classroom to support instruction
- Focused School Wide RTI program with extended hours per day
- Substitutes for monthly IEP meetings and monthly SST

- meetings
- Grade level planning days twice a year
- Early Learning Paraprofessionals with opportunities to develop professionally
- Materials and supplies
- Rewards and incentives
- Increase the number of Teaching Fellows
- Copy machine lease
- Increase the computer lab support
- Materials and supplies for EL students
- Assessors for ELPAC administration
- After school tutoring

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Provided substitutes to support release time for teachers to observe one another and for ACs to plan and create CFAs.
- We purchased online subscriptions to support students in ELA and Math in after-school and at home
- We purchased additional technology to support classroom teachers, students and school-wide improvements.
- We provided babysitting for parent meetings
- We provided materials and supplies for parenting classes and meetings.

Action 1

Title: ELA

Action Details:

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.

Thomas made 7.2% growth in ELA on 2016-17 SBAC. Our goal is to increase that by 8-10% in 17-18. Through use of grade level CFAs and identifying student growth by student by standard.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2018-19 school year.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Common Formative Assessments (1st - 6th)
- BAS, Dibels (Kindergarten and as needed)
- Interim 1 & 2
- DRP
- SBAC
- ELPAC
- Subgroup data - Data Dashboard

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Thomas will maximize its use of financial and human resources to address this action through the following:

- Regular Accountable Community Meetings utilizing the 4 grounding questions
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
- Create a Tiered level of support to support PLC and ACs
- Tier 2 and 3 interventions
- After-school tutoring
- Supplemental supports utilized to support all students
- Certificated Tutor will oversee and coordinate with ILT to implement Tiered levels of support
- Teaching Fellows utilized to support Tiered levels of support
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
- Professional books
- Substitute release time for ACs to long-range plan and build CFAs
- Computers and other hardware/software that supports GVC
- .4375 Computer Tech to support capacity with teachers and students
- Conference tuition
- Rewards/Incentives
- Copy/Equipment lease and maintenance
- Materials and supplies will be utilized to support GVC and supplemental programs.

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

Thomas will utilize the following to support parent involvement:

- Parent University
- Parent Workshops for primary and intermediate students
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- Back-to-School Night
- Open House

Owner(s):

- Classroom Teacher
- Accountable Communities
- Instructional Leadership Team
- Administration Team

Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFAs - One per unit minimum
- Following Interim 1 & 2
- Following DRP

Specify enhanced services for EL students:

Thomas will identify ELL students and utilize the following to monitor and support growth:

- Grade levels will identify ELLs in August and monitor progress during all formative assessments and prescribe the appropriate intervention to support progress towards growth target.
- Meetings with ELL students will be utilized to set learning goals for each student.
- AC identify ELLs needing intervention support

Describe Professional Learning related to this action:

The following Professional Learning will be utilized to build capacity:

- RTI - will utilize Mke Mattos' book "Simplifying RTI"
- Alignment of complex text, talk, & task
- Development of questioning and comprehension strategies
- Continuing to build on IPG tenements 2b and 3.
- Technology and the classroom building teacher & student capacity - Schoolwide PLI

- SSC/ELAC
- Parent Coffee Hours
- Booster Meetings
- .75 Home School Liaison

Action 2

Title: Math

Action Details:

Thomas will have a school wide focus in math instructional strategies that address the rigors of the standard and lessons will consistently incorporate the following: teaching the concept, providing practice, building fluency, and application. The math IPG will be utilized to collect data on the implementation of our focus. Lessons will align with focus, coherence and rigor.

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.

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. Thomas made 7.4% growth on the SBAC on the 2016-17 and we believe that we can build on that growth and close achievement gaps in the upcoming year.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2018-19 school year.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Common Formative Assessments (1st - 6th)
- Interim 1 & 2
- Subgroup data - Data Dashboard

Owner(s):

- Classroom Teacher
- Accountable Communities
- Instructional Leadership Team
- Administration Team

Timeline:

- SBAC - determine baseline; Quarter 1
- ELPAC - identify students; Quarter 1
- CFA's - One per unit minimum
- Following Interim 1 & 2

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Thomas will utilize the following to support student achievement:

- Accountable Community Meetings will be held to support a cycle of continuous improvement
- Common Formative Assessments will be utilized to identify students as progress towards

Specify enhanced services for EL students:

- ACs Identify ELLs in August and set goals for growth for 2018-19
- Quarterly progress monitoring of ELLs
- AC identify ELLs needing intervention support

meeting/exceeding standards

- Tiered levels of support will be provided through PLC and ACs
- Teaching Fellows will be utilized to support the classroom teacher in supporting student growth
- Supplemental materials and programs will be used to support tiered levels of support and after-school tutoring when needed and appropriate
- Professional books
- Computers and other related hardware/software
- .4375 Computer Tech to support capacity with teachers and students
- Substitute release time for ACs to long-range plan and build CFAs
- Conferences
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Describe Professional Learning related to this action:

- Ongoing training on using Go Math and ancillary support materials aiding tiered levels of support
- Developing understanding of Mathematical Practices
- Increasing our capacity on IPG 2b and 3
- Using technology in the classroom and building teacher and student capacity- Schoolwide PLI
- Using Coherence and Progression maps
- Utilize Math Coaches to support ACs

Action 3

Title: RTI - Tiered Levels of Support

Action Details:

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.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

TIER 1 -

- AC Teams will plan weekly good first instructional practices followed up by agreed upon CFAs that identify student understanding by student and standard
- District assessments: BAS, Dibels, Interims, etc... will be utilized to identify student understanding and grade level proximity

TIER 2 - Students identified as nearly met or not meeting

- Reteach outside Core Curriculum Time
- Groups will be fluid based on formative data

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

- AC teams will create cycles of inquiry in ELA & MATH and determine dates to give and review student data by student and standard

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- .4625 Certificated Tutor
- 2 instructional aides
- 7 teaching fellows
- .4375 computer tech
- Professional Books
- Substitutes for AC planning days, observations and data chats
- Conferences for teachers to support RTI and ELA/MATH
- Materials and supplies needed to support this action

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Owner(s):

- AC TEAMS
- Classroom Teacher
- Principal/VP

Timeline:

- Formative - Daily, Weekly, by unit and interim

Owner(s):

- Classroom Teachers
- Accountable Communities
- Instructional Leadership Team
- Administrative Team

Timeline:

- Review grade level Formative Data weekly at AC
- Review CFA data as outlined in AC Agendas (Varies by grade and subject)
- Review Interim 1 & 2 Data and Teacher and ACs will prescribe RTI as needed

Specify enhanced services for EL students:

- Targeted EL interventions for students not making adequate progress as measured by formative, CFA, BAS, DRP, District Interim, and SBAC assessments
- ACs will monitor student progress towards ELL growth goals and determine interventions necessary.

Describe Professional Learning related to this action:

- TIER 1 & 2 Interventions strategies
- Using GO MATH and Wonders support materials
- Using formative and CFA data to identify by student and standard needs
- Using technology to identify student needs and support next steps - Schoolwide PLI

Action 4

Title: ELL - Redesignation

Action Details:

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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC data will be review at the beginning of the year to identify students
- Teachers will utilize their students' ELPAC data to identify goals for individual students at the beginning of the year.
- CFA data
- Interim 1 & 2
- BAS (when applicable)
- Dibels (when applicable)
- Subgroup data - Data Dashboard

Owner(s):

- Classroom teacher
- Accountable Communities
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly
- Following Interim 1 & 2 data
- Following formative assessments
- Following CFA

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- .75 Home School Liaison
- 2 ELPAC assessors for one-on-one assessment
- Substitutes to release teachers for SST and teacher/parent meetings
- Substitutes for ELL data chats
- Teaching Fellows
- Certificated Tutor
- Translators for parent/teacher meetings or parenting classes
- Babysitting
- Materials and supplies to support instruction and parent involvement

Specify enhanced services for EL students:

- English Language Learner progress monitoring and identification of students not progressing towards redesignation will be supported by additional supports and interventions.
- ACs will identify and monitor progress of ELLs using formative and CFA data and implement appropriate interventions.

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night

Describe Professional Learning related to this action:

- Understanding ELPAC
- RFEP progress monitoring
- ELL Standards and integrating into planning
- Integrated and designated ELD instruction

- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations/Student Supports (Also Supports G1A1, G1A2)	2,343.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies **NO FOOD, NO INCENTIVES** (Also Supports G1A2, G1A3, G1A4, G2A1, G3A1, G4A1, G4A2)	5,339.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days (Split Funded 7090/7091) (Also Supports G1A2, G1A3, G1A4)	6,443.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLI Sub Planning Days (7 Teachers/4 Days Each) (Also Supports G1A2, G1A3, G1A4)	4,920.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives (Also Supports G1A2, G2A1, G3A1, G4A1 G4A2)	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copier Paper (Also Supports G1A2)	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials for Beginning of School Year (G1A2)	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (Also Supports G1A2, G1A3, G1A4, G2A1, G3A1, G4A1, G4A2)	1,974.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology (Also Supports G1A2, G1A4)	19,917.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance (Also Supports G1A2)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics (Also Supports G1A2)	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Lease (Also Supports G1A2)	10,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Education Elements : PLI with Ryan Coe Vendor Number 24889 (Also Supports G1A2, G1A3, G1A4)	14,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof., Computer Lab Asst I	0.4375		12,658.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days (Split Funded 7090/7091) (Also Supports G1A2, G1A3, G1A4)	6,443.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats (Also Supports G1A2)	703.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions: AR, Star Fall, & Reflex Math (Also Supports G1A1, G1A2, G1A4)	8,620.00
G1A2		Instruction	Ins Aide Reg		0.1875		- - - - -

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,307.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		4,456.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (Also Supports G1A1, G1A2)	52,860.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,307.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		4,456.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Parent Training Materials (Also Supports G1A2)	584.00
G1A4	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parent Participation (Also Supports G1A2, G1A3, G1A4)	612.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	883.00
G1A4	LCFF: EL	Instruction	Direct-Other			: Subs for ELPAC Assessors	1,800.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Parent Meetings (Also Supports G1A2, G1A3, G1A4)	612.00

\$191,237.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	54.89	61.89

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> We have been able to have coaches for each after school sport for the 2017.2018 school year Began new clubs after school for the 2017.2018 school year We have brought in outside supports for engagement such as author visits, Read Across America, bully prevention, plays, etc for the 2017. 2018 school year 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> 2016.2017 school year was a transition year for administration. As of March 2018, Thomas is at 67% participation rate, therefore we have surpassed the current target of 61.89% Not all Goal trips have taken place at this point in the school year and we are expecting an increase after March of this year. During the 2017.2018 school year we have added more clubs and extra curricular activities for students to participate in during school and after school and are expecting an increase in participation and opportunities for our students. We are planning for additional clubs and opportunities for the 2018-19 school year. Not all sports had coaches to support with after school coaching for the 2016.2017 school year. This year we were able to add coaches to encourage more student participation.
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <ul style="list-style-type: none"> Increased parent notification about activities After School Clubs and activities 	<p>2 ELAC:</p> <ul style="list-style-type: none"> Opportunities for students to explore career options Investments in visual/performing arts Bring in outside speakers to inspire and inform Investments in athletics Introduce students to college opportunities opportunities to volunteer in the community More school clubs 	<p>3 Staff:</p> <ul style="list-style-type: none"> Purchase Order for Save Mart Materials and supplies for clubs Rewards and incentives Extra pay contracts for after school clubs
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Action 1

Title: After-School Activities

Action Details:

In 2018-19 Thomas will increase the amount of clubs and after-school activities available to a broad range of students.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Engagements

Owner(s):

- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.
- Materials and supplies will be purchased to support clubs and extracurricular activities.

Specify enhanced services for EL students:

- Quarterly data review to ensure equity and access

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings

Describe Professional Learning related to this action:

- Professional development will be made available to support Certificated and classified staff participating in extracurricular activities.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	14,963.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Save Mart PO (Also Supports G3A1)	3,000.00

\$17,963.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	94.406	100
Exposure to Careers - 4th Grade	95.699	100
Exposure to Careers - 6th Grade	93.548	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade</p> <ul style="list-style-type: none"> Developed a school wide Guidelines for Success for the 2017.2018 school year Began implementing Student of the Month assembly to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis <p>Exposure to Careers - 4th Grade</p> <ul style="list-style-type: none"> Developed a school wide Guidelines for Success for the 2017.2018 school year Began implementing Student of the Month assembly to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis <p>Exposure to Careers - 6th Grade</p> <ul style="list-style-type: none"> Developed a school wide Guidelines for Success for the 2017.2018 school year Began implementing Student of the Month assembly to honor one student from each classroom who displays the school's Guidelines for Success on a daily basis 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade</p> <ul style="list-style-type: none"> Due to chronic absenteeism in 2016-17 our participation rate dropped. We have been attending to our chronic absenteeism in 2017-18 and are expecting our participation rate to increase. <p>Exposure to Careers - 4th Grade</p> <ul style="list-style-type: none"> Due to chronic absenteeism in 2016-17 our participation rate dropped. We have been attending to our chronic absenteeism in 2017-18 and are expecting our participation rate to increase. <p>Exposure to Careers - 6th Grade</p> <ul style="list-style-type: none"> Due to chronic absenteeism in 2016-17 our participation rate dropped. We have been attending to our chronic absenteeism in 2017-18 and are expecting our participation rate to increase.
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <ul style="list-style-type: none"> Career week Parent Workshops 	<p>2 ELAC:</p> <ul style="list-style-type: none"> Community/business involvement at school Link instruction/learning to real life job skills Adult mentors for students Professional behavior and etiquette 	<p>3 Staff:</p> <ul style="list-style-type: none"> Rewards and incentives Graphics Extended counseling support Extra pay contracts for Safe and Civil Planning
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- Access to technology outside the classroom

- SEL PL

Action 1

Title: Career Path - 4th - 6th grades

Action Details:

In 2018-19 Thomas' 4th - 6th grades will design and implement a Career Path focus for their students. Students will broaden their knowledge about career opportunities available to them. They will also have a clearer understanding of what careers require a college degree and which can go right into following high-school.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Engagement data

Owner(s):

- Classroom teacher
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Supplemental contracts will be offered to certificated and classified staff to support
- Materials and supplies will be purchased to support.

Specify enhanced services for EL students:

- ELL students will be included and participation will be monitored through engagement data.

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings

Describe Professional Learning related to this action:

- Professional development will be provided to 4th - 6th grade staff to support the planning and implementation of teaching students the career paths available. We will work with our College and Career Department to support.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.316	95.316
Chronic Absenteeism	16.803	14.803
Suspensions Per 100	7.764	6.764
Parent Survey - Respected and welcomed	91.733	98.733
Parent Survey - Safe and secure	94.286	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- We have developed a school wide Guidelines for Success which focuses on Rising to the Challenge
- For the 2017.2018 school year we have calendared more opportunities for parents to participate in their child's experience at school such as Parent Clubs, Parent University, and community gatherings on the blacktop every Friday morning with the entire school and parents
- Our A2A officer is consistent with visiting parents and making connections between home and school

Suspensions Per 100

- We have developed a school wide Guidelines for Success which focuses on Rising to the Challenge
- We have had a substitute RCA for majority of the 2017.2018 school year and as of March 2018 we have hired a 6 hour RCA teacher to support with tier 2 and 3 behavior students

Parent Survey - Safe and secure

- Parents and students shared that bullying was a concern. We have increased the training and awareness through Professional Learning, classroom meetings, rules assemblies, the Power of One assembly, and our Kindness campaign.

Parent Survey - Respected and welcomed

- Many parents were concerned about the high turn-over of administration and office staff. This has improved as we have hired a new office staff and have new administration that are focused on being highly visible throughout the day.

ADA Attendance

- Administration is working closely with our A2A and office assistant to schedule parent meetings.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- Home school liaison was only funded for 3.5 hours for both the 2016.2017 and 2017.2018 school year, but no home school liaison was hired for the 2017.2018 school year as no candidates were willing to work less than 6 hours.
- We are extending the home school liaison to 6 hours for the 2018.2019 school year.

Suspensions Per 100

- There was a transition in administration for the 2016.2017 school year
- Teachers are still inconsistent with the levels of behavior
- Levels of misbehavior were inconsistently in place for the 2016.2017 school year

Parent Survey - Safe and secure

- Parents were unhappy with the inconsistent administration team and felt it was difficult to approach or connect with the school.
- Misbehaviors increased in the 2016-17 school year.

Parent Survey - Respected and welcomed

- We believe that this will increase now that consistent administration has been established at Thomas.

ADA Attendance

Thomas has been without a Home School Liaison or had only a 3 hour person. We attempted to replace the HSL this year as the position was vacant. We were unable to find a person willing to work for 3 hours a day. We believe by increasing the Home School hours our families and students with attendance concerns will

- SSTs are scheduled and teacher release provided to support students and families.

have greater connection and support.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Home & School connectedness
- Saturday Academy to assist students with absences
- Resource Counseling Assistant
- Parenting classes

2 ELAC:

- Peer mentoring opportunities
- Links with community organizations
- Highlight positive student behavior
- Training for conflict prevention and resolution skills
- mental health supports
- Positive communication between school and community
- Bilingual staff to assist parents
- Enforce classroom standards of conduct
- Improve student attendance
- Increase campus safety

3 Staff:

- Resource Counseling Assistant
- Extended support for the Home School Liaison
- Parent materials, supplies, and babysitting for parent participation

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- We purchased materials and supplies for parenting classes and meetings
- We provided babysitting for parent meetings
- We purchased technology and hardware for teachers, students and school

Action 1

Title: Attendance - Chronic Absenteeism

Action Details:

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Chronic absenteeism
- Attendance comparison by grade and class
- Data dashboards by subgroup

Owner(s):

- Classroom teacher
- Accountable Communities
- A2A social worker/Office Assistant
- Administrative team

Timeline:

- Weekly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- .75 Home School Liaison
- .75 Resource Counseling Assistant
- Incentives to increase attendance
- Substitutes to release teachers for SSTs & IEPs
- Extra pay contracts for Safe & Civil Team
- Materials and supplies to support student attendance incentives and interventions

Specify enhanced services for EL students:

- AC formative data
- SST identification of ELL students with attendance issues

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Describe Professional Learning related to this action:

- Social Emotional Learning Modules
- Safe & Civil initiatives
- Tough Kids

Action 2

Title: SEL - Social Emotional Supports

Action Details:

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Engagements
- Attendance reports
- SEL Data - student, parent, & staff (Panorama)
- Suspension/Expulsion data

Owner(s):

- Safe & Civil Team
- Accountable Communities
- Instructional Leadership Team
- Administrative Team

Timeline:

- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- .75 Home School Liaison
- .75 Resource Counseling Assistant
- Family Counseling Services Contract for Therapist
- Substitutes to release teachers for CHAMPs, Second Step, Class Meeting, OLWEUS, etc... trainings
- Student of the month
- Incentives - classroom & schoolwide
- Substitutes for teacher release for SSTs and IEPs
- Substitutes for Safe & Civil Team training
- Extra Pay contracts for Safe & Civil Team
- Materials and supplies to support SEL initiatives or incentives.

Specify enhanced services for EL students:

- AC teams identify ELL students in need of SEL support

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

- Parent workshops
- Communications to parents/students using School Messenger, Edu-text, parent portal, school & classroom newsletters, and community gatherings.
- Parent/teacher conferences
- School and classroom newsletters
- Back-to-School Night
- Open House
- SSC/ELAC
- Booster Meetings
- Teaching Fellows
- Materials and supplies will be purchased to support PLC and ACs in moving students towards meeting/exceeding standards.

Describe Professional Learning related to this action:

- SEL Modules
- Safe & Civil Initiatives
- RTI for SEL
- MAC, CHAMPs & OLWEUS
- ATLAS misbehavior reporting system

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		47,856.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP & SST Meetings (Also Supports G1A1, G1A2, G1A4)	6,443.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage (Also Supports G4A1, G4A2)	300.00
G4A1	Sup & Conc	Ancillary Services	Teacher-Supp			Safe & Civil Planning Time (Also Supports G3A1, G4A2)	2,155.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling through Family Foundations (Also Supports G4A2)	53,200.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Counseling Fee (Also Supports G4A2)	1,064.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Sandra Lopez ID# 1069694	26,372.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3125	Sandra Lopez ID# 1069694	18,836.00

\$156,226.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0450 Thomas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations/Student Supports (Also Supports G1A1, G1A2)	2,343.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies **NO FOOD, NO INCENTIVES** (Also Supports G1A2, G1A3, G1A4, G2A1, G3A1, G4A1, G4A2)	5,339.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days (Split Funded 7090/7091) (Also Supports G1A2, G1A3, G1A4)	6,443.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLI Sub Planning Days (7 Teachers/4 Days Each) (Also Supports G1A2, G1A3, G1A4)	4,920.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Rewards & Incentives (Also Supports G1A2, G2A1, G3A1, G4A1 G4A2)	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Copier Paper (Also Supports G1A2)	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials for Beginning of School Year (G1A2)	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (Also Supports G1A2, G1A3, G1A4, G2A1, G3A1, G4A1, G4A2)	1,974.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology (Also Supports G1A2, G1A4)	19,917.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance (Also Supports G1A2)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics (Also Supports G1A2)	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Lease (Also Supports G1A2)	10,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Education Elements : PLI with Ryan Coe Vendor Number 24889 (Also Supports G1A2, G1A3, G1A4)	14,000.00
G1A1	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		12,658.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning Days (Split Funded 7090/7091) (Also Supports G1A2, G1A3, G1A4)	6,443.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Data Chats (Also Supports G1A2)	703.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions: AR, Star Fall, & Reflex Math (Also Supports G1A1, G1A2, G1A4)	8,620.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,307.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		4,456.00
G1A3	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (Also Supports G1A1, G1A2)	52,860.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		5,307.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.1875		4,456.00

G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Parent Training Materials (Also Supports G1A2)	584.00
G1A4	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parent Participation (Also Supports G1A2, G1A3, G1A4)	612.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	883.00
G1A4	LCFF: EL	Instruction	Direct-Other			: Subs for ELPAC Assessors	1,800.00
G1A4	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Parent Meetings (Also Supports G1A2, G1A3, G1A4)	612.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	14,963.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Save Mart PO (Also Supports G3A1)	3,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		47,856.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP & SST Meetings (Also Supports G1A1, G1A2, G1A4)	6,443.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage (Also Supports G4A1, G4A2)	300.00
G4A1	Sup & Conc	Ancillary Services	Teacher-Supp			Safe & Civil Planning Time (Also Supports G3A1, G4A2)	2,155.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling through Family Foundations (Also Supports G4A2)	53,200.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Counseling Fee (Also Supports G4A2)	1,064.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Sandra Lopez ID# 1069694	26,372.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3125	Sandra Lopez ID# 1069694	18,836.00

\$365,426.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,770.00
Sup & Conc	7090	\$261,032.00
LCFF: EL	7091	\$39,624.00
Grand Total		\$365,426.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$191,237.00
G2 - All students will engage in arts, activities, and athletics	\$17,963.00
G4 - All students will stay in school on target to graduate	\$156,226.00
Grand Total	\$365,426.00