

## Turner Elementary

10621666006522

Principal's Name: Steve Gettman

Principal's Name: Steve Gettman

Principal's Signature:



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

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<b>Centralized Services</b>	<i>N/A</i>
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<b>School Site Council</b>	<i>Members list</i>
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<b>School Quality Review Process</b>	<i>Data Analysis and identification of needs and goals</i>
<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

<b>District Goals</b>	
<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**

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

**School Site Council**



<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Steve Gettman</b>	X				
2. <b>Chairperson - Jennifer Laney</b>				X	
3. <b>Vice Chairperson - Tracie Chavez</b>				X	
4. <b>Va Chang</b>				X	
5. <b>Teresa Serna</b>				X	
6. <b>Sharice Mathis</b>				X	
7. <b>Virginia Engel</b>		X			
8. <b>Jeanine Harrell</b>		X			
9. <b>Jasmin Lujan</b>		X			
10. <b>Stacey Lawrence</b>			X		
11.					
12.					
13.					
14.					
15.					

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

Fresno Unified School District - Single Plan for Student Achievement (SPSA)

2017-2018

**Required Signatures**

<b>School Name:</b> TURNER ELMENTARY			
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	Steve Gettman		3-15-17
SSC Chairperson	Jennifer Laney		3/15/17

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

Turner - 0460

**ON-SITE ALLOCATION**

3010	Title I	\$53,080 *
7090	LCFF Supplemental & Concentration	\$191,374
7091	LCFF for English Learners	\$74,676
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$319,130</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$997
Remaining Title I funds are at the discretion of the School Site Council	\$52,083
Total Title I Allocation	\$53,080

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	35/68	N/A <sup>3</sup>	19.50%	23.99%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	45/68	N/A <sup>3</sup>	11.79%	16.04%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	47/66	N/A <sup>3</sup>	21.28%	19.72%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	58/68	0.00% <sup>4</sup>	51.25%	62.63%	45.50%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	57/63	N/A <sup>6</sup>	13.79%	17.12%	0.96%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	59/63	N/A <sup>6</sup>	51.72%	29.73%	4.81%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	51/67	N/A <sup>7</sup>	N/A <sup>7</sup>	16.59%	28.57%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	57/67	N/A <sup>8</sup>	N/A <sup>8</sup>	16.19%	27.42%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	28/68	8.42%	17.68%	17.71%	14.52%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	42/68*	16.35%	22.29%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	7/68	42.16%	44.17%	32.91%	35.22%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	54/68	95.06%	94.70%	94.21%	94.32%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	58/69	15.01%	14.68%	21.82%	16.26%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	59/68	N/A <sup>10</sup>	N/A <sup>10</sup>	51.80%	36.83%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	1.38%	0.00%	0.00%	0.45%	•LCAP Dashboard - 6SchoolClimate



<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	43/68	1.38%	1.96%	8.20%	6.46%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	64/68	0.00%	0.00%	0.29%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	15/67	49.46%	96.74%	86.24%	76.58%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	47/68	N/A <sup>13</sup>	N/A <sup>13</sup>	69.77%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	15/69	N/A <sup>13</sup>	N/A <sup>13</sup>	71.08%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	39/68	N/A <sup>13</sup>	N/A <sup>13</sup>	57.65%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	19/68	N/A <sup>13</sup>	N/A <sup>13</sup>	73.16%	N/A <sup>13</sup>	•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

## Turner 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
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16.04	26.04	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	16.19	26.19	

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

### Detail the Action

Turner Elementary will implement standards-based math instruction to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the 2017 – 2018 Math SBAC administration.

### SMART Goals

2015-2016 **Math SBAC** data indicates 16.04% of students scored "Standards met or Standards exceeded". By June 2018, students will demonstrate a 10% increase from the 2017 MATH SBAC in the percentage of students scoring "Standards met or Standards exceeded".

2016-2017 **District Interim MATH CFA#2** data indicates 16.19% of students scored "Standards met or Standards exceeded". By June 2018, there will be a 10% increase resulting in a 26.19% of students scoring "Standards met or Standards exceeded" on the 2017-2018 DISTRICT INTERIM MATH CFA #2.

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

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

- Classroom Observations and Reflective Feedback
- Grade Level Classroom Observations and Reflective Feedback
- Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in Mathematics: Focus on Tenet - 1) Culture of Learning 2) **Challenging Content** 3) Ownership 4) Every Student 5) Improving Every Day
- Grade Level Common Formative Assessments and Quarterly Data Reports by Grade level
- District Interim Common Formative Assessments I and II (Fall and Winter)
- Quarterly Monitoring Progress of Students Meeting or Exceeding Standards and Nearly Meeting Standards on District CFA I and II
- GoMath Assessments – Mid Chapter, End of Chapter, Performance Task,
- On-going Formative Assessments - Checking for Understanding by classroom teacher

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

Fall and Winter Interim Common Formative Assessment Reports will be shared with Turner's School Site Council (SSC) and English Language Advisory Committee (ELAC). Fall District Interim I Common Formative Assessment Reports will be shared during Parent Teacher conferences in October 2017. Winter District Interim II Common Formative Assessments Reports will be sent home attached to student progress reports during Quarter 3. 2017-2018 SBAC Results are mailed to parents.

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

- Math Guaranteed and Viable Curriculum resources and materials
- ASUS tablets/ Computer Lab for use of online GoMath Resources
- Student incentives during 2017-2018 SBAC Administration
- School Psychologist, Restorative Practices Coach and TSA / Instructional Coach to support struggling students with behaviors that impact academic achievement
- Student incentives during Interim I and II Administration Window
- Student Data Chats and Goal Setting for SBAC & District Interim I&II
- Differentiated instruction in Mathematics for SPED, ELs, Foster Youth, Homeless and African American (15-30 minutes small group instruction 3-4 times per week in Grades Kindergarten through 6th Grades)
- Tier I, Tier II and Tier III Behavioral & Social Emotional Support from Restorative Practices Coach and TSA

**Owner(s):**

- Classroom Teachers
- Accountable Community Teams
- Instructional Lead Teachers
- Administrative Team
- TSA / Instructional Coach
- District Assigned Math Coaches
- Parents and/or Guardians
- Students

**Timeline:**

- Monthly Grade Level Common Formative Assessment Calendar
- On-going Formative Assessments (Weekly and/or Biweekly)
- District Assessment Calendar

**Describe Related Professional Learning:**

Professional Learning will be planned and monitored throughout the school year around challenging math content. Math Progressions, K-6th Grade Coherence Maps, K-6th Grade Quarterly Planners, District K-6th Grade Scope and Sequence, K-8th Grade GVC and Big Ideas Document Tools, and Instructional Practice Guide in Mathematics will be presented during the 2017-2018 PL to ensure the planning of math lessons and formative assessments incorporate the shifts required by the CCSS for Mathematics.

- Backwards Mapping of Standards to help identify Prerequisite Skills
- Backwards Mapping of SBAC Mathematical Claims based on total items indicated on SBAC Math Blueprint
- Deconstruction of Math Standards
- Deeper Knowledge of Instructional Practice Guide for Mathematics
- Deeper Knowledge of Math Anchor Standards and the Progression of Standards by Grade Level utilizing the Common Core Companion in Mathematics (planning tool)
- Utilizing Achieve the Core K-6th Grade Coherence Maps, K-6th Grade Math Progressions, K-6th Grade District Scope and Sequence, Guaranteed Viable Curriculum Tool and Instructional Practice Guide in Mathematics for targeted quarterly and weekly planning
- Develop Quarterly test items using Illuminate for Grade Level Common Formative Assessments (CFA).
- Bi-Weekly Analysis of Grade Level CFAs during ACs utilizing the 6 Guiding Questions on Data Analysis
- Quarterly planning support with District Assigned Math Coaches
- Weekly planning support with TSA/Site Instructional Coach and Administrative Team
- Site and District Math Professional Learning

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

- Graphic Organizers
- Visual Supports
- Manipulatives and/or Realia
- Various Academic Language Frames to support oral language
- Planning with California ELA/ELD Framework for Integrated and Designated ELD
- On-going PL around English Language Development Standards Part I and Part II
- On-going PL around English Language Development Proficiency Level of Continuum
- On-going PL around English Language Development Proficiency Level of Descriptors of ELD Standards

Turner Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.7500		Also Supports Actions: 2, 3, 4, 5	\$ 89,706.00	
1	1	LCFF: EL	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.2500		Also Supports Actions: 2, 3, 4, 5	\$ 29,902.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplementary Contracts	\$ 16,161.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 14,217.00	
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 2,000.00	
								<b>Total</b>	<b>\$ 151,986.00</b>	

## Action # 2

### 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	23.99	33.9	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	16.59	26.59	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Turner Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the 2017-2018 ELA SBAC Administration.

### SMART Goals

2015 - 2016 **ELA SBAC** data indicates 23.99% of students scored, "Standards met or Standards exceeded". By June 2018 students will demonstrate a 10% increase from the 2017 ELA SBAC in the percentage of students scoring, "Standards met or Standards exceeded".

2016-2017 District Interim **ELA CFA #2** data indicates that 16.59% of students scored, "Standards met or Standards exceeded". By June 2018, students will demonstrate a 10% increase resulting in 26.59% of students scoring, "Standards met or Standards exceeded" on the 2017-2018 District Interim ELA CFA #2.

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

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

- Classroom Observations and Reflective Feedback
- Grade Level Classroom Observations and Reflective Feedback
- Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in ELA: Focus on Tenent - 1) Culture of Learning 2) **Challenging Content** 3) Ownership 4) Every Student 5) Improving Every Day
- ELA Program Assessments (Weekly and End of Unit)
- Grade Level Common Formative Assessments and Quarterly Data Reports by Grade Level
- District Interim I and II Assessments (Fall and Winter Administration)
- Quarterly Monitoring Progress of Students Meeting or Exceeding Standards and Nearly Meeting Standards on District CFA I and II
- On-going Formative Assessments - Checking for Understanding by classroom teacher
- DRP Fall and Winter Data
- Weekly Accountable Community Team Data Analysis

#### Owner(s):

- Classroom Teachers
- Accountable Community Teams
- Instructional Lead Teachers
- Administrative Team
- TSA / Instructional Coach
- District Early Learning Coaches
- District ELA Content Coaches
- Certificated Tutor
- Parents and/or Guardians
- Students

#### Timeline:

- Monthly Grade Level Common Formative Assessment calendar
- On-going Formative Assessments (Weekly and/or Biweekly)
- District Assessment Calendar

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

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- *Fall and Winter District Interim Common Formative Assessment Reports in ELA will be shared with Turner's School Site Council (SSC) and English Language Advisory Committee (ELAC). District Interim I Common Formative Assessment Reports will be shared during Parent Teacher conferences in October 2017. District Interim II Common Formative Assessment Reports will be sent home attached to Quarter 3 Progress Reports.*
- *DRP DATA Results will be shared with Turner's School Site Council (SSC) and English Language Advisory Committee (ELAC). DRP Individual Data Reports will be sent home in November 2017 and April 2018.*
- *DRP Student Goal Setting will be held prior to the DRP administration date(s).*

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

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- *ELA/ELD Guaranteed & Viable Curriculum resources and materials*
- *ASUS tablets / Computer Lab for use of online ELA resources*
- *ELA Journals and/or Folders*
- *Reading Intervention small group instruction for Grades 1st - 3rd to support Foundational Skills daily by Certificated Tutor and paraprofessionals*
- *RTI in ELA for Special Ed, RSP, ELs, Foster Youth, Aferian American and LTEL*
- *Small group guided reading instruction*
- *School Psychologist, Restorative Practice Coach and TSA/Instructional Coach to support students struggling with behaviors that impact academic achievement*
- *Student Incentives during 2017-2018 SBAC Administration Window*
- *Student Data Chats and Goal Setting for SBAC & District Interim I&II*
- *Differentiated instruction in ELA, Reading Comprehension, Writing, and Foundational Skills for SPED, ELs, Foster Youth, Homeless and African American (15-30 minutes small group instruction 3-4 times per week in Grades Kindergarten through 6th Grades)*
- *Tier I, Tier II and Tier III Behavioral & Social Emotional Support from Restorative Practices Coach and TSA*

### Describe Related Professional Learning:

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Professional Learning will be planned and monitored throughout the school year around the use of high quality text sets to help build reading stamina and endurance in order to support student learning. Strategic quarterly and weekly planning will be utilized to analyze the complexity of text selections using the Qualitative, Quantitative and Reader and Task Measures. Accountable Communities will regularly analyze results from Common Formative Assessments, Core Reading Program Weekly and End of Unit Assessments to determine the next steps of instruction.

- *Backwards Mapping of Standards to help identify Prerequisite Skills*
- *Backwards Mapping of SBAC ELA Informative/Literary Claims based on total items indicated on SBAC ELA Blueprint*
- *Deconstruction of Common Core Standards in ELA/Literacy Standards*
- *Deeper Knowledge of Instructional Practice Guide for ELA*
- *Deeper Knowledge of ELA Anchor Standards and the Progression of Standards by Grade Level utilizing the Common Core Companion in ELA (planning tool)*
- *Utilizing K-6th ELA/ELD Guaranteed Viable Curriculum Guidance Document, K-5th Grade Foundational Skills Progression Document, K-6th Grade District Scope and Sequence, Wonders K-6th Grade Overview and Instructional Practice Guide in ELA for targeted quarterly and weekly planning*
- *Develop Quarterly and or Weekly test items using Illuminate for Grade Level Common Formative Assessments (CFA).*
- *Weekly Analysis of Grade Level CFAs during ACs utilizing the 6 Guiding Questions on Data Analysis*
- *Quarterly and/or Weekly planning support with District Early Learning Coaches, District Instructional Coaches (New Teacher Development), TSA/Site Instructional Coach and Administrative Team*
- *Site, Regional and District ELA Professional Learning*

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

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- *Visual supports*
- *Graphic organizers*
- *Various Academic Language Frames to support receptive and expressive language.*
- *Structures to support academic discourse and explicit teaching of academic vocabulary*
- *Planning with California ELA/ELD Framework for Integrated and Designated ELD*
- *On-going PL and Planning on English Language Development Standards Part I, Part II, Part III*
- *On-going PL and Planning with English Language Development Proficiency Level of Continuum for English Learners, SPED, RSP, Long Term English Learners, and EO with limited Academic Language Proficiency*
- *On-going PL and Planning with English Language Development Proficiency Level of Descriptors of ELD Standards*
- *On-going PL and Planning with Foundational Skills Progression Tools*

**Turner Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.7500		Also Supports Actions: 2, 3, 4, 5	\$ 89,706.00
1	1	LCFF: EL	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.2500		Also Supports Actions: 2, 3, 4, 5	\$ 29,902.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplementary Contracts	\$ 16,161.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 14,217.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 2,000.00
								<b>Total</b>	<b>\$ 151,986.00</b>



**Action # 3**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	17.71	19.71	
2358 - EL's not advancing at least one proficiency level in Re-designation	35.44	31.65	

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

Detail the Action

Turner Elementary will implement standards-based ELD instructional strategies to support and increase in the percentage of English Language Learners who are redesignated.

SMART Goals

2015-2016 End of Year English Learner Redesignation rate indicates that 17.71% of English Learner students were redesignated. By June 2018, there will be a 2% increase in the Redesignation rate.

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

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

- Classroom Observations and Reflective Feedback
- Grade Level Classroom Observations and Reflective Feedback
- Monthly Grade Level Observations using the Instructional Practice Guide (IPG) in ELA and MATHEMATICS: Focus on 1) Culture of Learning 2) **Challenging Content** 3) Ownership 4) Every Student 5) Improving Every Day
- K-6th Grade Lesson Plans for Targeted Instruction during Designated and Intergrated ELD
- Quarterly Monitoring Progress of RFEP Students
- Utilizing the EL Redesignation Goal Setting Tool for Intentional Planning of ELLs (Emerging, Expanding, Bridging) and LTELs
- LPAC Data (January-February)
- LPAC Chats with Administrative Team and Certificated Staff regarding progress of LTELs and ELLs (Quarterly Progress Monitoring)
- LPAC Classroom Student Chats during Quarter 1 for LTELs and ELLs
- DRP Data during Quarter 1 and Quarter 4
- Basic Phonics Skills Test (BPSST)
- Benchmark, Fall, Winter, and Spring Assessments in Preschool
- Quarterly Transitional Kindergarten of Individual Growth (TKAIG)
- Quarterly Kindergarten Assessment of Individual Growth (KAIG)
- Grade Level Common Formative Assessments in Grades PreSchool - Sixth
- Student work samples – Writing Samples
- Daily checking for understanding by classroom teacher/formative assessment

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

- Communication with parents of ELLs and LTELs on the ramifications of being classified as a "Long Term English Language Learner"
- District and State Assessments (KAIG, DRP, Fall and Winter Interim, BAS, Quarterly RTI Data and LPAC) Results will be shared during the Annual Title I Meeting, Quarterly School Site Council Meetings (SSC) and Quarterly English Language Advisory Committee Meetings (ELPAC).
- District Goals and Pertinent Information for parents of English Language Learners will be shared monthly during the 2017-2018 School Year English Language Advisory Committee (DELAC) calendared meetings.
- Parent University will be offered courses in support of Common Core Standards in Mathematics and ELD/ELA Literacy, Technical Science and Social Studies.
- District Assessment Reports (KAIG, DRP, Fall and Winter Interim, BAS, Quarterly Benchmarks in Preschool and TK) will be shared during Parent-Teacher Conferences at the End of Quarter 1 and on-going District Assessment Reports will be sent Quarterly and/or during the closing testing window for DRP and Fall / Winter Interim.
- Annual ELPAC Results will be mailed to parents of English Language Learners in February.
- Access to Parent Portal will provide all Parents / Guardians of child's attendance, grades, and progress reports
- School Messenger will provide all Turner Stakeholders pertinent information and school-wide events in English and Spanish
- Home School Liaison will provide translations for parent conferences, meetings, parent letters, and school notices in Spanish and/or Hmong.
- Progress of English Language Learners will be shared and parent input will be elicited during all Student Study Team meetings (SST) and Individualized Education Program meetings (IEP).

**Owner(s):**

- Classroom Teachers
- Accountable Community Team
- Instructional Lead Teachers
- Administrative Team
- TSA / Instructional Coach
- Certificated Tutor
- Parents and/or Guardians
- Students

**Timeline:**

- Monthly Grade Level Assessment Calendar
- On-going Common Formative Assessments
- 2017-2018 District Assessment Calendar

**Describe Related Professional Learning:**

Professional Learning will focus on the awareness and components of ELPAC and how to better prepare our English Language Learners (ELLs) in the 4 Domains (Listening, Speaking, Reading and Writing) and how to better support our Long Term English Language Learners (LTELs) in the following 2 Domains (Writing and Reading Complex Text). On-going Professional Learning of intentional planning with the California ELA/ELD Framework for Integrated and Designated ELD will be a school-wide focus.

- Lesson Planning for Designated and Integrated ELD utilizing California ELA/ELD Framework
- On-going Professional Learning with English Language Development Standards in Part I, Part II, and Part III
- On-going Professional Learning with English Language Development Level of Continuum for English Language Learners, SPED, RSP, Long Term English Language Learners and English Only students with limited Academic Language Proficiency
- Analyze the Redesignation Goal Setting Tool and identify the next steps of instruction in the 4 Domains (Listening, Speaking, Reading, Writing) for ELLs and LTELs
- Build teacher, parent and student Awareness of Redesignation Criteria: Overall Score of Early Advance on LPAC, Passing Score on BAS (1st Grade) or DRP (2nd-8th Grade), Passing Score on District CFA Interim I or II, Teacher Observation Oral Language Tool, and Parent Consultation
- Professional Learning in August/September on the awareness in ELPAC preparation and components
- ELPAC Data Analysis in January and how to interpret results to support instruction during Designated and Integrated ELD
- Analyzing Data, student work samples in Writing, (Subgroups: ELLs, LTELs, RSP, SPED) during Accountable Community and utilizing 6 Guiding Questions
- Site/District ELD Professional Learning

- English Language Learners Redesignation Awards Recognition will be held during Quarter 4

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

- ELPAC Assessors
- Student Data Chats and Goal Setting for ELPAC
- ELA/ELD Guaranteed & Viable Curriculum resources and materials
- ASUS tablets for use of online integrated ELA/ELD resources
- ASUS tablets for use of District Common Formative Assessments in ELA and Mathematics
- Integrated and Designated ELD instruction (30 minutes daily) provided for ELLs
- ELA/ELD journals and/or folders
- Other materials and supplies that support ELA/ELD instruction
- Pull out / Push In RTI (Primary Grades: 1st-3rd) and/or Small Group RTI groups (Intermediate: 4th - 6th) for RSP, ELs, LTELs, Foster Youth, Homeless and African American
- Differentiated small group reading instruction utilizing Leveled Readers
- Digital literacy resources to support blended learning
- School Psychologist, Restorative Practices Coach, and TSA/Instructional Coach to support students struggling with behaviors that impact academic achievement
- Home School Liaison and/or Title I Clerk to support with Translation

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

- Charts, Realia and Visual supports
- Graphic organizers
- Academic Language Frames
- Structures to support academic discourse and explicit teaching of academic vocabulary
- Professional Learning on California ELA/ELA Framework for Integrated and Designated ELD
- Pull out RTI small group instruction in Grades 1st-3rd to support Foundational Skills by Certificated Tutor. RTI small group instructions will be provided 30 minutes / 5 times per week.
- Push in RTI small group instruction in First Grade to support Foundational Skills and Reading By 3rd Grade Initiative

Turner Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 13,272.00
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitutes for SST, ELCAP Chats, and Progress Monitoring	\$ 17,433.00
3	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Interpreters and Babysitters for Parent Meetings	\$ 396.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$ 2,500.00
3	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials & Supplies (Parent Participation)	\$ 3,000.00
<b>Total</b>									<b>\$ 36,601.00</b>

**Action # 4**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.21	95.21	
5942 - Chronic absenteeism rate	21.82	19.82	

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

Detail the Action

Turner Elementary will implement proactive practices to support an increase in the number of students who attend school regularly.

SMART Goals

2015-2016 attendance data indicates 94.21% of students attended school regularly and 21.82% students were chronically absent. By June 2018, there will be a 1% increase in attendance and 2% decrease in chronically absent students.

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

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

- Biweekly Attendance Conferences with parents
- Sign-In Sheets from Biweekly Attendance Conferences
- ATLAS attendance Data Collection
- School Innovations and Achieve - Attention2Attendance (SIA-A2A) Data Collection
- Child Welfare Attendance Specialist Data collection
- Teachers, Attendance Clerk and/or Title I Clerk will follow up for students identified with chronic absences
- Home School Liaison follow up on Home Visits for students identified with chronic absences
- Utilize SQII indicators to monitor quarterly progress of attendance

Owner(s):

- Administration Team
- Kindergarten - 6th Grade Teachers
- Climate & Culture Team
- Child Welfare Attendance Specialist
- Office Manager
- Office Assistant / Attendance Clerk
- Home School Liaison
- Parents and/or Guardians
- Students

Timeline:

- Ongoing data analysis of ADA Attendance Rate on ATLAS (weekly/monthly/quarterly reports)
- Ongoing data analysis of ADA Attendance Rate on SQII Performance and Target Indicator

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

- Parent school/home communications
- Parent/teacher conferences
- Home School Liaison (Home Visits)

Describe Related Professional Learning:

Professional Learning will be planned and monitored throughout the school year on the following programs to help increase student attendance and to support student learning.

- Site/District Professional Learning to promote increased attendance

- Parent University Courses and Conferences
- Student Success Team and Individualized Education Program
- School Messenger
- Parent Portal
- Edutext
- Office Attendance Contacts
- CYS Counselor
- CWAS
- SSC/ELAC
- A2A Meetings
- Translators
- Awards Assemblies

- CHAMPS or MAC Training and Follow-Up Support
- Daily instruction using Second Step and Olweus Bullying Prevention Program
- Safe and Civil School Site Team will review student discipline data utilizing SQUII or ATLAS to determine the appropriate level of intervention for TIER II and TIER III students.
- Culture and Climate Team will review data in common areas to improve school-wide structures, procedures and routines.
- Social Emotional Learning
- Restorative Practices
- Counseling Services
- Community Resources
- Emotional Intelligence

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

- Increase number of student activities and clubs to promote the "Connection" with school and the importance of education (Goal 2)
- Tier I, Tier II and Tier III Behavioral & Social Emotional Support from Restorative Practices Coach and TSA
- Goal 2 Participation Data: Kindness Club, Leadership Club, Technology Club, After-school Book Club, After-school Sports, Fine Arts Club, Sports Club, After-school Program, Electives for Grades 4th-6th, Year Book Club
- Quarterly Student Awards, Incentives and Recognition for Improved Attendance or Perfect Attendance
- Biweekly parent meetings/conferences with administration and CWAS to support chronically absent students
- School Psychologist, Restorative Practice Coach and TSA / Instructional Coach will provide services for students struggling with behaviors that affect attendance and academic achievement
- Provide SPED students resources, supports and outreach to help increase attendance for those students with medical concerns
- Parent school/home communications utilizing letters, phone calls, School Messenger, Edutext
- Informative presentations (Grade Level power points) of importance of education at Back to School Night and/or Parent/teacher conferences
- Home School Liaison utilized for Home Visits
- Parent University Courses and Conferences
- Student Success Team and Individualized Education Program
- Access to Parent Portal for daily Attendance
- Office Attendance Contacts
- Comprehensive Youth Services Counselor
- Child Welfare Attendance Specialist
- Informative meetings highlighting quarterly Attendance Rates at SSC/ELAC
- Awards Assembly Recognition and/or Incentives for Improved Attendance & Perfect Attendance
- A2A Meetings
- Translators

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

- Bilingual resources for parents of EL students
- Child Welfare Attendance Specialist communications
- Home School Liaison addresses and supports concerns of EL students who fall into chronic and or severely chronic attendance.

Turner Budgeted Expenditures												
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget			
4	2	Sup & Conc	Instruction	Copier Maintenance				Copier Maintenance	\$	800.00		
									Total	\$	800.00	

**Action # 5**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	8.2	6.2	
2080 - Students engaged in a goal 2 activity	76.31	79.46	

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

Detail the Action

Turner Elementary will implement proactive practices to support a decrease in the number of Out of school suspension instances.

SMART Goals

2015-2016 School suspension instances per 100 indicates 8.2% of students suspended. By June 2018, there will be a 2% decrease in the percentage of out of school suspension rate.

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

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

- Classroom Observations and Reflective Feedback
- Grade Level Classroom Observations and Reflective Feedback focus on **IPGTenet 1: Culture of Learning**
- Beginning of year expectations and frequent revising throughout the year of Classroom Behavior Plans, Expectations, Procedures, and Routines
- Implementation of CHAMP or MAC Routines at the beginning instruction and transitions of lessons
- Monitoring of Lesson Plans in Second Step, Olweus Bullying Prevention and Class Meetings
- Monitoring of School-wide implementation of R.O.A.R.s Expectations in common areas (Classroom, Hallways, Playground, Technology Room, Library, Office, Cafeteria, and Bathrooms)
- Monitoring of Level 1, 2, and 3 Referrals by Classroom Teacher and Student
- Utilize SQII indicators to monitor the number of Out of school suspension instances per 100
- ATLAS Behavior Data Collection and Communication to Parents
- Student Engagement Online Line

Owner(s):

- Administrative Team
- K-6th Grade Classroom Teachers
- Climate & Culture Team
- Restorative Practice Coach and TSA/ Instructional Coach
- School Psychologist
- Office Manager / Office Clerk
- Noon Time Assistance (NTAs)
- Parents and/or Guardians
- Students with Frequent Level 3 Referrals

Timeline:

- Ongoing data analysis of Out of School Suspension Rate on SQII Performance and Target Indicator
- Ongoing data analysis of Level 3 Referrals by Classroom Teacher and Student

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

- Parent school/home communications

Describe Related Professional Learning:

Professional Learning will be planned and monitored throughout the school year on the following programs to help

- Parent/teacher conferences
- Home School Liaison (Home Visits)
- Parent University Courses and Conferences
- Student Success Team and Individualized Education Program
- School Messenger
- Parent Portal
- Edutext
- Office Attendance Contacts
- CYS Counselor
- CWAS
- SSC/ELAC
- A2A Meetings
- Translators
- Awards Assemblies

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

- Increase number of student activities and clubs to promote the "Connection" with school and the importance of education (Goal 2)
- Goal 2 Participation Data: Kindness Club, Leadership Club, Technology Club, After-school Book Club, After-school Sports, Fine Arts Club, Sports Club, After-school Program, Electives for Grades 4th-6th, Year Book Club, Science Club, Student Council
- Quarterly Student Awards, Incentives and Recognition for Improved Attendance or Perfect Attendance
- Biweekly parent meetings/conferences with administration and CWAS to support chronically absent students
- School Psychologist, Restorative Practice Coach, and TSA / Instructional Coach will provide services for students struggling with behaviors that affect attendance and academic achievement
- Tier I, Tier II and Tier III Behavioral & Social Emotional Support from Restorative Practices Coach and TSA
- Reentry Conferences for Parents and Students with out of school suspensions with support from Restorative Practices Coach and TSA / Instructional Coach
- Assign students with "Leadership Jobs" or "Community Service" as a reentry from suspension
- Parent school/home communications utilizing letters, phone calls, School Messenger, Edutext
- Informative presentations (Grade Level power points) of importance of education at Back to School Night and/or Parent/teacher conferences
- Home School Liaison utilized for Home Visits
- Parent University Courses and Conferences
- Student Success Team and Individualized Education Program
- Access to Parent Portal for daily Attendance
- Office Attendance Contacts
- Comprehensive Youth Services Counselor
- Child Welfare Attendance Specialist
- Informative meetings highlighting quarterly Attendance Rates at SSC/ELAC
- Awards Assembly Recognition and/or Incentives for Improved Attendance & Perfect Attendance
- A2A Meetings
- Translators

increase student attendance and to support student learning.

- Site/District Professional Learning to promote increased attendance
- CHAMPS or MAC Training and Follow-Up Support
- Daily instruction using Second Step and Olweus Bullying Prevention Program
- Culture and Climate Team will review student discipline data utilizing SQUII or ATLAS to determine the appropriate level of intervention for TIER II and TIER III students.
- Culture and Climate Team will review data in common areas to improve school-wide structures, procedures and routines.
- Social Emotional Learning
- Restorative Practices
- Counseling Services
- Community Resources
- Emotional Intelligence

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

- Bilingual resources for parents of EL students
- Child Welfare Attendance Specialist communications
- Home School Liaison addresses and supports concerns of EL students who fall into chronic and or severely chronic attendance.

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0460 Turner Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplementary Contracts	16,161.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	14,217.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
1	1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.750	Also Supports Actions: 2, 3, 4, 5	89,706.00
1	1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.250	Also Supports Actions: 2, 3, 4, 5	29,902.00
2	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438		10,915.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	9,336.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (General Education)	27,423.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		39,795.00
2	1	LCFF: EL	Instruction	Nc-Equipment			: Technology	42,274.00
3	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Interpreters and Babysitters for Parent Meetings	396.00
3	2	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (Parent Participation)	3,000.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,272.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for SST, ELCAP Chats, and Progress Monitoring	17,433.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,500.00
4	2	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	800.00
								<b>\$319,130.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,080.00
Sup & Conc	7090	\$191,374.00
LCFF: EL	7091	\$74,676.00
<b>Grand Total</b>		<b>\$319,130.00</b>

Domain Totals	Budget Totals
Academic	\$299,162.00
SEL / Culture & Climate	\$19,968.00
<b>Grand Total</b>	<b>\$319,130.00</b>