

Turner Elementary

10621666006522

Principal's Name: Steve Gettman

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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. Steve Gettman (Principal)	X				
2. Natasha Signorelli (Co-Chairperson; moved to Chairperson to replace Paul Yang)		X			
3. Jonathan Fuchs		X			
4. Virginia Engel		X			
5. Stacy Lawrence			X		
6. Thai Vang				X	
7. Chong Moua				X	
8. Doris Romero				X	
9. Lou Yang				X	
10. Nancy Lopez (Appointed to replace Paul Yang's resignation - Chairperson)				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 _____.

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	Steve Gettman		3/21/19
SSC Chairperson	Natasha Signorelli		3/21/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Turner - 0460

ON-SITE ALLOCATION

3010	Title I	\$57,528 *
7090	LCFF Supplemental & Concentration	\$205,742
7091	LCFF for English Learners	\$62,484
		\$325,754
TOTAL 2019/20 ON-SITE ALLOCATION		\$325,754

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,836
Remaining Title I funds are at the discretion of the School Site Council	\$55,692
Total Title I Allocation	\$57,528

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Turner Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.899 %	33.444 %	2017-2018	40.444 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.101 %	29.9 %	2017-2018	36.9 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-141.4 pts	2017-2018	-126.4 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-144.2 pts	2017-2018	-129.2 pts
SBAC ELA Distance from Level 3 (African American)		-76.8 pts	2017-2018	-61.8 pts
SBAC Math Distance from Level 3 (African American)		-81 pts	2017-2018	-66 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Turner Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6th and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. In 2016-2017, 25.9% of students scored meets/exceeds standards in SBAC ELA, whereas in 2017-2018, 33.4% of students scored meets/exceeds standards in SBAC ELA. This increase in percentage of students demonstrating proficiency is due to consistent PLC participation in the Cycle of Continuous Improvement, the creation, analysis and implementation of 2-3 Common Formative Assessments per quarter in ELA. Classroom RTI was not held daily as planned, but occurred regularly which will include: 1) iReady 2) implementation of effective strategies such as Guided Reading and implementation of WestEd Keystone pedagogies 4) differentiated classroom instruction by teacher and 5) independent practice. A Certificated Tutor and Instructional Paraprofessional supported School wide RTI in Grades 2nd-5th via a push in model.

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

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

Currently the only disproportionality is with our African American subgroup and Students with Disabilities. However every Special Education student has an Individualized Educational Plan and they are currently meeting their goals in ELA.

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

Currently the only disproportionality is with our African American subgroup and Students with Disabilities. However every Special Education student has an Individualized Educational Plan and they are currently meeting their goals in Math.

SBAC ELA Distance from Level 3 (African American)

African American students represent 12.4% of Turner student population. 33.4% of all students met or exceeded standards in SBAC ELA, while only 21.1% of the African American subgroup met or exceeded

Turner Elementary implemented a standards based math instruction to promote mastery of mathematical skills in Grades Kindergarten-6th and Common Core Grade Level Standards. In 2016-2017, 22.1% of students scored meets/exceeds standards in SBAC Math, whereas in 2017-2018, 29.9% of students scored meets/exceeds standards in SBAC Math. This increase in percentage of students demonstrating proficiency is due to consistent PLC participation in the Cycle of Continuous Improvement, the creation, analysis and implementation of 2-3 Common Formative Assessments per quarter in Mathematics and the implementation of strategies such as the deconstruction of language that enables students to break apart word problems to accurately apply their knowledge of content.

SBAC ELA Distance from Level 3 (African American)

Turner Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6th and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. Classroom RTI was not held daily as planned, but occurred regularly which will include: 1) iReady 2) implementation of effective strategies such as Guided Reading and implementation of WestEd Keystone pedagogies 3) the creation, analysis and implementation of Common Formative Assessments & Common Summative Assessments 4) differentiated classroom instruction by teacher and 5) independent practice. A Certificated Tutor and Instructional Paraprofessional supported School wide RTI in Grades 2nd-5th via a push in model. After school RTI for our African American subgroup, funded by the Department of Prevention Intervention, was inadequate and inconsistent throughout the 2018-2019 school year due to lack of personnel. 3 certificated teachers were provided supplemental contracts for after school tutoring, but attendance was consistently low. Professional Learning Communities identified Essential Standards and learning targets although more data collection, analysis and reflection needs to occur surrounding ELA improvements for our African American subgroup. **Targets for this subgroup has not been met.**

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Turner Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6th and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. The GVC (Wonders) and the intervention components (Wonders Work) were not implemented with fidelity in the SDC 1st-3rd and the SDC 4th-6th classrooms. Limited technology was utilized in creating Common Formative Assessments and/or Common Summative Assessments in SDC 3rd and 4th-6th Grades. More data collection, analysis and reflection needs to occur surrounding ELA improvements for our Students with Disabilities. **Targets for this subgroup has not been met.** All our Special Education students have an Individualized Learning Plan and are currently meeting their goals. Parents and classroom teachers are provided with Quarterly Progress Report Summaries based on academic performance.

SBAC Math Distance from Level 3 (African American)

Turner Elementary implemented a standards based math instruction to promote mastery of mathematical skills in Grades Kindergarten-6th. After school RTI, individual and/or small group support provided by the District RCA, funded by the Department of Prevention Intervention, was inadequate and inconsistent throughout the 2018-2019 school year due to lack of personnel. Professional Learning Communities identified Essential Standards and learning targets although more data collection, analysis, and reflection needs to occur surrounding Math improvements for our African American subgroup. **Targets for this subgroup has not been met.**

SBAC Math Distance from Level 3 (Students w/Disabilities)

standards. African American subgroups often struggle with connecting with real life experiences and reading fluency, therefore more opportunities are needed to engage in Complex Text, Complex Talk and Complex Task. After school RTI support was planned for the 2018-2019 school year. Due to lack of personnel from the Department of Prevention and Intervention, academic support was limited to the African American subgroup. A supplemental contract was provided although the after school RTI began at the end of 3rd Quarter. Professional Learning Communities need to improve on identifying targeted African American students and developing prescriptive interventions for Tier I and Tier II.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Students with disabilities represent 11.8% of the student population. 29.9% of all students met or exceeded standards in SBAC Math, while 4.4% of Students with Disabilities met or exceeded standards. SDC 3rd and SDC 4th-6th Grade students are provided limited exposure to Common Core Standards in Reading, Writing, Listening and Speaking. An academic assessment calendar of CFAs and CSAs are not a practice. More data collaboration and reflection needs to occur as a practice to improve scale score performance for students with disabilities.

SBAC Math Distance from Level 3 (African American)

African American students represent 12.4% of Turner student population. 29.9% of all students met or exceeded standards in SBAC Math, while only 18.4% of the African American subgroup met or exceeded standards. African American subgroups often struggle with understanding complex mathematical problems and persevering in solving them. Moreover, our African American subgroup lack the strategy of deconstructing math language that enables students to break apart word problems to accurately apply their knowledge of content. RTI classroom support for small group and after school intervention was planned for the 2018-2019 school year. Due to lack of personnel from the Department of Prevention and Intervention, academic support was limited to the African American subgroup. A supplemental contract was provided although the after school RTI began at the end of 3rd Quarter. Professional Learning Communities need to improve on identifying targeted African American students and developing prescriptive interventions for Tier I and Tier II.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Students with disabilities represent 11.8% of the student population. 29.9% of all students met or exceeded standards in SBAC Math, while 0% of Students with Disabilities met or exceeded standards. SDC 3rd and SDC 4th-6th Grade students are provided limited exposure to Common Core Standards in Mathematics and limited exposure to Mathematical Practices 1 and 3. An academic assessment calendar of CFAs and CSAs are not a practice. More data collaboration and reflection needs to occur as a practice to improve scale score performance for students with disabilities.

Turner Elementary implemented a standards based math instruction to promote mastery of mathematical skills in Grades Kindergarten-6th. The GVC (GoMath) was not implemented with fidelity in SDC 1st-3rd and SDC 4th-6th classrooms. Number World and goals identified on IEPs were utilized to address the needs of students with disabilities. Limited technology was utilized in creating Common Formative Assessments and/or Common Summative Assessments in SCD 3rd and 4th-6th Grades. SDC and General Education teachers were provided AC time for Grade Level articulation, although time was limited for SDC and RSP teacher collaboration. More data collection, analysis and reflection needs to occur surrounding Math improvements for our Students with Disabilities. **Targets for this subgroup has not been met.** All our Special Education students have an Individualized Learning Plan and are currently meeting their goals. Parents and classroom teachers are provided with Quarterly Progress Report Summaries based on academic performance.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Actions funded during 2018-2019 school year: Home School Liaisons (Spanish/Hmong), Paraprofessional Instructional Assistant, Certificated Tutor, TSA, and Materials/Supplies. Each was effective in support of student achievement.
- Changes/Actions planned for 2019-2020 school year: 3 Teaching Fellows, Site Funded Resource Counseling Assistant, iReady (ELA) Licensing with Professional Development for Kindergarten - 6th Grades.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The target goal for 2019-2020 in SBAC ELA is to increase 7% from 33.444% met/exceed standards to 40.444% met/exceed standards in 3rd-6th Grades. Our African American subgroup will increase by 15 points in SBAC ELA from -76.8 points to -61.8 points, whereas our Students with Disabilities will increase by 15 points in SBAC ELA from -141.4 points to -126.4 points. The target goal for 2019-2020 in SBAC MATH is to increase 7% from 29.9% met/exceed standards to 36.9% met/exceed standards in 3rd-6th Grades. Our African American subgroup will increase by 15 points in SBAC MATH from -81 points to -66 points, whereas our Students with Disabilities will increase by 15 points in SBAC MATH from -144.2 points to -129.2 points.

Actions in achieving these goals in SBAC ELA/MATH specifically for African American subgroups and Students with Disabilities (GOAL 1, Action 1 and Action 2)

1) All teachers identify essential learning in each grade level and create/administer Common Formative Assessments to help monitor growth in ELA/MATH 2) Teachers will identify two African American students and two Students with Disabilities for data collection, data analysis and TIER II interventions for ELA/MATH 3) Resource Counseling Assisstant will provide small group intervention or 1-1 classroom intervention based on Common Formative Assessment data. 4) Resource Counseling Assistant will provide Accelerated Afterschool intervention for our African American subgroup in ELA utilizing iReady in Foundational Skills, Reading Strategies and Reading Comprehension 5) Students with Disabilites will be a priority in selecting Afterschool Intervention through the Library Grant for Grades 2nd-6th 6) SDC teachers in 3rd and 4th-6th Grades will utilize the GVC in ELA/MATH on a daily basis 7) All teachers including SDC and RSP teachers will utilize results from Common Formative Assessments and Interim I and II to plan for TIER I and Tier II interventions

New Changes/Expenditures found in 2019-2020 SPSA:

Goal 1 Action 1: Teaching Fellows, Site Funded RCA, iReady Licensing with Professional Development for K-6th Grades

Goal 1 Action 2: Site Funded RCA to provide Accelerated Afterschool Intervention and in-class intervention

Goal 1 Action 3: Teaching Fellows for afterschool intervention, funded by English Learners Department , iReady Licensing with Professional Development for K-6th Grades

Step 4: Stakeholder Involvement. 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:

School wide data analysis was shared at our SSC on 2/20/19. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3/21/19.

The SSC was in agreement with the 2019-2020 actions that would support a focus on Reading by Third Grade and increasing our rate of students at Met or Exceed Standards as measured by SBAC ELA(3rd-6th grade) and Interim (1st-6th grade). Moreover, SSC was informed of the effective actions with Reading, Mathematics, and Redesignation focus for the 2019-2020 school year based on current preliminary data. The SSC was in agreement with funding 3 Teaching Fellows, 1 RCA, and iReady Licencing with Professional Development for K-6th certificated staff.

2 ELAC:

Information was shared at our ELAC meeting on 3/14/19. The ELAC agreed with site recommendations.

ELAC was in agreement with the 2019-2020 actions that would support a focus on Reading by Third Grade and increasing our rate of students at Met or Exceed Standards as measured by SBAC ELA(3rd-6th grade) and Interim (1st-6th grade). Moreover, ELAC was informed of the effective actions with Reading, Mathematics, and Redesignation focus for the 2019-2020 school year based on current preliminary data. ELAC was in agreement with funding 2 Teaching Fellows, 1 RCA, and iReady Licencing with Professional Development for K-6th certificated staff.

3 Staff:

School wide data analysis and the SPSA budget prioritization was scheduled on 2/26/19.

The 2019-2020 Single Plan of Student Achievement was shared with Turner Staff on 3/12/19.

Action 1

Title: English Language Arts Intervention Plan for 3rd-6th Grades

Action Details:

Turner Elementary will ensure that all students will receive a rigorous balanced literacy program which includes an English Language Arts Response to Intervention Model, English Language Development, and a core academic program aligned to Grade Level Common Core State Standards. Instructional practice will align with FUSD Instructional Practice Guide for Literacy to engage students in a Culture of Learning with High Expectations, Grade Level State Standards, Challenging Content and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on SBAC, KAIG, BAS, DRP, Illuminate, and Quarterly Common Formative Assessments (CFAs).

Turner Elementary will implement an academic School-wide Response to Intervention to ensure that all students receive a prescriptive intervention plan by Grade Level Accountable Community Teams. Teaching Fellows, a Paraprofessional Instructional Assistant, a Resource Counseling Assistant and a Teacher on Special Assignment will be utilized to support with Tier I and Tier II ELA/Literacy intervention in order to ensure that students make continuous progress and are able to demonstrate mastery of Common Core State Standards and Foundational Skills in ELA.

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

- SBAC Results from 2018-2019
- District CFA ELA Interim Assessments
- Grade Level Common Formative Assessments
- IPG Data Reports: Literacy
- Classroom Goal Setting
- Data Chats
- DRP
- BAS
- KAIG

Owner(s):

- Teachers
- Students
- AC Team
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Teaching Fellows
- Paraprofessional Instructional Assistant
- Resource Counseling Assistant

Timeline:

- Daily on-going CFAs
- Wonders Weekly, Quarterly and End-of-Unit Assessments
- Quarterly KAIG Results

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

- ELA Guaranteed and Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Instructional Paraprofessional and Teaching Fellows to support Academic Response to Intervention (Tier 1 & 2) in Reading, Writing, Comprehension and Foundational Skills (1st-3rd Grades) via a push in model
- RCA and after-school Teaching Fellows (funded by English Language Services Department) to support Accelerated Intervention in Reading, Writing, Listening, Speaking Standards with ELLs, LTELs, and African American subgroup and Students with Disabilities (Tier 2 & 3)
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Reading, Writing, Comprehension, and Foundational Skills targeting in Grades PreK, TK, and Kindergarten.
- iReady Licensing for Grades Kindergarten - 6th
- Home School Liaison
- Supplementary contracts for Certificated and Classified (Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs

Specify enhanced services for EL students:

- Designated and Integrated ELD
- ELD/ELA Standards: Part I and Part II
- WestED Keystone Pedagogies
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Explicit instruction on Academic Discourse
- Explicit instruction on Language Analysis

Specify enhanced services for low-performing student groups:

Actions/strategies for AA and SWD:

- 1) Each teacher will identify and target 2-3 African American students and 2-3 Students with Disabilities throughout the school year. Academic CFAs, IABs and district benchmarks in ELA will be analyzed for next steps of instruction every 6-8 weeks and a prescriptive intervention plan will be implemented for Tier 2 and 3 support.
- 2) Primary and Intermediate SDC teachers will administer quarterly IAB's and CFAs. Collaboration between General Education and Sped Teachers will occur weekly during PLCs.
- 3) SDC and RSP teachers will utilize the Viable Guaranteed Curriculum (Wonders and Wonder Works). SPED Team will create an academic calendar aligned to Essential Standards.
- 4) African American subgroup and Student with Disabilities will receive ELA instruction that is tailored to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade-level standards.
- 5) Accelerated Afterschool Intervention for African American subgroup provided by RCA daily in small setting groups and/or 1-1 classroom support.
- 6) Accelerated Afterschool Intervention for SPED (offered for students who are not bused) with the focus on Foundational Skills and Reading Comprehension utilizing iReady.

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

- Share ELA performance data at Parent Meetings (Coffee Hour, ELAC, SSC, SSTs, IEP, and Parent Teacher Conferences)
- Share strategies with Parents on how to support students at home (Coffee Hour, ELAC, SSC, SSTs, IEP, and Parent Teacher Conferences)
- Interpreters for Parent Meetings (Spanish, Hmong, and ASL)

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, Grade Level and School-wide
- Illuminate and SBAC Test Development
- CFA Development
- Technology to support literacy instruction
- Learn By Doing
- Making Thinking Visible
- Multiple Tier System of Support (MTSS)
- SBAC Digital Library and Interim Training

Action 2

Title: Mathematics Intervention Plan for Kindergarten-6th Grade

Action Details:

Turner Elementary will provide comprehensive balanced mathematical instruction aligned to the Common Core State Standards with an emphasis on mathematical conceptual understanding that embed the eight mathematical practices and procedural skills in order to support working towards a greater focus on coherence and rigor. Particular attention will be placed on Math Practice 1 (“Make sense of problems and persevere in solving them”). Student learning and supports will center on professional learning, with Accountable Community Teams as the drivers, the use of Common Formative Assessments, Performance Tasks, and RTI for identified student needs.

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

- SBAC Results from 2018-2019
- District Math CFA Interim Assessments
- Grade Level Common Formative Assessments
- Quarterly Math Results on KAIG
- TK Benchmarks
- Classroom goal setting
- IPG Data Reports: Mathematics
- Data Chats
- IAB's

Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Resource Counseling Assistant

Timeline:

- Daily checking for understanding
- Common Formative Assessments (Minimum of 1-2 per Quarter)
- GoMath Weekly, Quarterly and End-of-Chapter Assessments
- District Interim Assessments
- Quarterly KAIG Assessments

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

- Math Guaranteed & Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Resource Counseling Assistant, Teaching Fellows, and Instructional Paraprofessional to support Mathematics Response to Intervention (Tier 1 & 2) in Grades 1st-6th
- Resource Counseling Assistant and Teaching Fellows to support after-school Accelerated Intervention in Mathematics (Tier 2 & 3) in Grades K - 6th

- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Math Concepts and Math Skills in TK and Kindergarten.
- Home School Liaison
- Blended Learning/Differentiated Response to Intervention
- Supplementary contracts for Certificated and Classified (Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Side by side Coaching Model: Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs

Specify enhanced services for EL students:

- Designated and Integrated ELD with Math Content
- ELD/ELA Standards: Part I and Part II
- WestED Keystone Pedagogies
- Academic Discourse with Math Content
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Visual Supports
- Math Tools

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

- Share Math Performance Data at parent meetings (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share instructional strategies with parents on how to support students at home (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Interpreters for parent meetings (Spanish, Hmong, ASL)

Specify enhanced services for low-performing student groups:

Actions/strategies for AA and SWD:

- 1) Each teacher will identify and target 2-3 African American students and Students with Disabilities throughout the school year. Academic CFAs, IABs and district benchmarks in mathematics will be analyzed for next steps of instruction every 6-8 weeks and a prescriptive intervention plan will be implemented for Tier 2 and 3 support.
- 2) Primary and Intermediate SDC teachers will administer quarterly IAB's and CFA. Collaboration between General Education and Sped Teachers will occur weekly during PLCs.
- 3) SDC and RSP teachers will utilize the Vable Guaranteed Curriculum for Mathematics. SPED Team will create an academic calendar aligned to Essential Standards.
- 4) African American subgroup and Student with Disabilities will receive math instruction that is tailored to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade-level standards. Personal Math trainers will be a practice in SDC classrooms.
- 5) Accelerated Afterschool Intervention for African American subgroup in small group and/or 1-1 classroom support provided by site based RCA
- 6) Accelerated Afterschool Intervention for SPED (offered for students who are not bused) with the focus on Mathematical practice 1 and 3

Describe Professional Learning related to this action:

- Backwards mapping of Math Standards
- Data Analysis and Action Planning by teacher, Grade Level and School-wide
- Illuminate and SBAC Test Development
- CFA and IBA Development
- Technology to support math instruction
- SBAC Digital Library and Interim Training

Action 3

Title: ELD Instructional Plan for Kindergarten - 6th Grade

Action Details:

Turner Elementary will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing Redesignation, Language Proficiency Levels on ELPAC and on-going Common Formative Assessments. Student learning and supports will be implemented to intervene when students struggle as well as to deepen and

extend learning. Turner will continue to collaborate with English Learner Services, to create a positive and culturally responsive learning environment, observe students closely to provide planned and just-in-time scaffolding and to foster Academic Discourse, Academic Language Acquisition, Literacy Skills, Writing Development and Interactive Reading around complex texts and content.

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 Results from 2018-2019
- Degrees of Reading Power
- Benchmark Assessment Systems
- Kindergarten Assessment of Individual Growth
- District CFA ELA Interim Assessments
- Grade Level Common Formative Assessments
- ELPAC Goal Setting and Data Chats
- Number and percentage of Long Term English Learners (LTEL)
- Atlas English Learner Redesignation Goal Setting Report
- Atlas ELPAC Progress Report
- IPG Data Reports: Literacy and Mathematics
- IAB's

Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Department of EL Services
- ELD Instructional Coaches

Timeline:

- Daily
- Weekly
- Quarterly Benchmarks

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

- ELPAC Assessors
- ELA/ELD Guaranteed and Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Afterschool Teaching Fellows, funded by English Language Services Department, to support Academic Response to Intervention (Tier 1 & 2) in Speaking, Listening, Reading, Writing Domains, Vocabulary Development, Language Acquisition in Grades 2nd-4th
- Afterschool Teaching Fellows, funded by English Language Services Department, to support Academic Response to Intervention (Tier 1 & 2) with Foundational Skills in Grades Kindergarten - First.
- Teaching Fellows and Instructional Paraprofessionals to support push in Academic Response to Intervention in Speaking, Listening, Reading, Writing Domains, Vocabulary Development, Language Acquisition in Grades 1st - 6th
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Speaking, Reading, Writing, Vocabulary, Comprehension, and Foundational Skills in Kindergarten
- Home School Liaison
- Supplementary contracts for Certificated and Classified (Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for Kindergarten - 6th Grades (Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs

Specify enhanced services for EL students:

- Designated and Integrated ELD
- ELD/ELA Standards: Part I and Part II

Specify enhanced services for low-performing student groups:

- Afterschool Teaching Fellows, funded by English Language Services Department, to support students in Grades Kindergarten - First Grade with the focus on Foundational Skills and Reading Comprehension

- WestED Keystone Pedagogies
- Explicit Instruction on Academic Discourse
- Explicit Instruction on Writing
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Redesignation celebrations

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

- Share ELA and Math Performance Data at Parent Meetings (i.e. - Coffee Hour, ELAC, DELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share instructional strategies with parent on how to support students at home (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Interpreters for Parent Meetings (Spanish, Hmong, ASL)

- Afterschool Teaching Fellows, funded by English Language Services Department, to support students in Grades 3rd - 6th Grade with the focus on Part I and II of the ELD Standards in Reading, Writing, Listening and Speaking.
- African American subgroup and Students with Disabilities Accelerated Academic Intervention utilizing iReady in Grades K-6th

Describe Professional Learning related to this action:

- ELA/ELD Frameworks
- Deconstruction of ELD Standards
- Designated and Integrated ELD instruction and planning
- ELPAC Data Analysis and Action Planning by Teacher, Grade level and School-wide
- Technology to support ELD instruction
- Site/District ELD Professional Learning
- Professional Learning through intentional collaboration with EL/ELD Coach with an emphasis on developing and implementing effective pedagogies for English Language Development and Academic Discourse
- WestED Keystone Pedagogies
- Videos from Wonders for Training

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner 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	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	24,775.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Interpreters for Parent Conferences	4,062.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	This position will replace Yia Thao (1070050)	14,218.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	This position will replace Sandra Villages (1042472).	14,473.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for SST, ELPAC CHATS, Language Teams, and PProgres Monitoring. Also supports G1A2-3	9,683.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher contracts for after school tutoring and/or teacher planning	16,872.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Supports G1 Actions 1-3	9,893.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iReady Licensing for Kindergarten - 6th	15,320.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material, Supplies, Resources General Education	7,001.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology for upgrades and additional tech. Also supports G1Action 2-3	3,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Direct maintenance copy machine and site repairs	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplementary contracts for office staff and office assistant	6,245.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.7500	Supports G1Action 1-3	95,683.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5625	This is a new position for the 2019-2020 academic school year.	31,514.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage (Administrators, HSL and Office Staff)	1,500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Supports G1 Actions 1-3	1,648.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.2500	Supports G1Action 1-3	31,894.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This is a new position for the 2019-2020 academic school year.	24,511.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Material Supplies and Parent Involvement	1,031.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Redesignation Dinner	431.00

\$322,754.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	96.764 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Based on the number of students that participate in After School Program, Sports, Connection Clubs and extra-curricular activities, our metrics do not adequately reflect the percentage of students that are engaged in arts, activities and athletics. **We as a site need to improve our system for entering all students into the Goal 2 system.**

In 2016-2017, 97.8% of the student population participated in Goal 2 Activities, whereas in 2017-2018 96.8% of the student population participated in Goal 2 Activities.

Each grade level was offered 1-2 fieldtrips from a menu of options by the Goal 2 Offices. All students are encouraged to attend field trips and every effort is made to ensure students can attend.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

SDC students who ride the bus and are out of the area will need support and encouragement to participate in extra-curricular activities outside of the instructional day.

Disproportionality in 6th Grade, Asian and Hispanic subgroups, occurred when parents would not permit their child to attend overnight field trips.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The use of GOAL 2 funds last year were very successful, we plan to continue to use the funds as we did last year. The only major change in our budget is to fund a GOAL 2 Fieldtrip for the 2019-2020 LEADERSHIP CLUB to Disneyland. Funds have been allocated for direct transportation (\$3,000).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The only major change in our Title I budget is to fund a GOAL 2 Fieldtrip to Disneyland for the 2019-2020 LEADERSHIP CLUB. Funds have been allocated for direct transportation (\$3,000). Changes can be found under **GOAL 2: All Students will engage in arts, activities, and athletic; ACTION 1: Social/Emotional Learning and Culture/Climate Plan for K-6th of the 2019-2020 SPSA.**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	96.764 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Based on the number of students that participate in After School Program, Sports, Connection Clubs and extra-curricular activities, our metrics do not adequately reflect the percentage of students that are engaged in arts, activities and athletics. **We as a site need to improve our system for entering all students into the Goal 2 system.**

In 2016-2017, 97.8% of the student population participated in Goal 2 Activities, whereas in 2017-2018 96.8% of the student population participated in Goal 2 Activities.

Each grade level was offered 1-2 fieldtrips from a menu of options by the Goal 2 Offices. All students are encouraged to attend field trips and every effort is made to ensure students can attend.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

SDC students who ride the bus and are out of the area will need support and encouragement to participate in extra-curricular activities outside of the instructional day.

Disproportionality in 6th Grade, Asian and Hispanic subgroups, occurred when parents would not permit their child to attend overnight field trips.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The use of GOAL 2 funds last year were very successful, we plan to continue to use the funds as we did last year. The only major change in our budget is to fund a GOAL 2 Fieldtrip for the 2019-2020 LEADERSHIP CLUB to Disneyland. Funds have been allocated for direct transportation (\$3,000).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The only major change in our Title I budget is to fund a GOAL 2 Fieldtrip to Disneyland for the 2019-2020 LEADERSHIP CLUB. Funds have been allocated for direct transportation (\$3,000). Changes can be found under **GOAL 2: All Students will engage in arts, activities, and athletic; ACTION 1: Social/Emotional Learning and Culture/Climate Plan for K-6th of the 2019-2020 SPSA.**

Step 4: Stakeholder Involvement. 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:

School wide data analysis was shared at our SSC on 2/20/19. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3/21/19.

2 ELAC:

Information was shared at our ELAC meeting on 3/14/19. The ELAC agreed with site recommendations. They particularly like the idea of offering Cultural Dance (Folkloric and Hmong Dance) as part of a schoolwide event for the students and the community.

3 Staff:

School wide data analysis and the SPSA budget prioritization was scheduled on 2/26/19.

The 2019-2020 Single Plan of Student Achievement was shared with Turner Staff on 3/12/19.

Action 1

Title: Social/Emotional Learning and Culture/Climate Plan for K-6th

Action Details:

Turner Elementary will create and provide opportunities for students and staff to build positive relationships within a learning environment that are physically, intellectually, and emotionally safe. Students will demonstrate a sense of belonging that carries over into academics and the completion of High School. All students will be encouraged to participate bi-weekly in a broad range of Arts, Activities, and Athletics including Turner's Connection Clubs focused on Academic Tutoring, Leadership, Kindness, Visual Arts, Dance, Exploration, Technology, Photography, Recycling, Board Games, Lego Construction, Golf, Fitness, Cheerleading, Peach Blossom, Social Events and After School Program. Moreover, students will have opportunities to participate in school-wide activities: Read Across America, Assemblies and Rallies to promote academic recognition in district benchmarks and state tests, and Staff vs. Student Sports Day. Supplementary pay contracts will be offered to Certificated and Classified Staff to instruct and supervise students participating in Connection Club activities throughout the 2019-2020 school year. Teachers will also plan and lead weekly class meetings (a minimum of 30 minutes) on the first day of each week, where a variety of topics will be discussed to ensure that students feel emotionally safe, treated fairly and respected at school. Turner staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

Research states that students are more likely to succeed when they feel connected to the school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals. Strong scientific research evidence demonstrates that increased student connection to school creates a sense of belonging that carries over onto academics and the completion of High School and beyond.

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

Owner(s):

Timeline:

- Intentional effective feedback to students
- Feedback to teachers utilizing IPG Tenent 1
- 3:1 Ratio of adult positive interactions with students
- Goal 2 Participation
- Participation in Schoolwide activities (Pastries for Parents, Grandparents Day, Food Festival Night)
- Social/Emotional and School Climate/Culture Data Analysis
- Class Meeting and SEL Lesson Verification
- Student Summit (School Connection Data)
- Office Referral Data
- Daily Attendance Rate

- Teachers
- Students and Parents
- Restorative Practices Coach
- Resource Counseling Assistant
- Administration
- Teacher on Special Assignment
- Climate and Culture Team
- Classified Staff
- Home School Liasion
- Athletic Coaches

- Daily
- Weekly
- Quarterly

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

- Certificated and Classified Supplemental Contacts for Goal 2 Activities and Participation in Schoolwide Connection Clubs
- Resources, technology, materials and supplies that support Social/Emotional Learning and School/ Climate Culture
- Materials and supplies for Goal 2 Activities and Schoolwide Connection Clubs
- Resource Counseling Assistant
- Restorative Practices Coach
- Home School Liaison
- Teacher on Special Assignment
- Monthly and Quarterly Awards and Incentives
- Translators (Spanish, Hmong, ASL)
- Direct Maintenance and Repairs
- Direct Transportation

Specify enhanced services for EL students:

- Translators (Spanish, Hmong, ASL)
- Bilingual Resources for parents of ELL students
- CWA Communications
- Home School Liaison
- Resource Counseling Assistant
- Restorative Practices Coach

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

- Share Social Emotional Learning and School Climate/Culture Data at meetings (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share Positive Behavior Strategies with parents to support students at home
- Home School Liaison
- Weekly School Messenger
- Weekly Notices and Information on Electronic School Marquee
- Translators for Parent Meetings (Spanish, Hmong, ASL)
- School-wide Assemblies
- Parent University

Specify enhanced services for low-performing student groups:

Primary SDC students who ride the bus and are out of the area will need support and encouragement to participate in extra-curricular activities outside of the instructional day.

Monthly Connection Clubs for Primary SDC students during school hours lead by Leadership Club.

Disproportionality in 6th Grade, Asian and Hispanic subgroups, occurred when parents do not permit their child to attend overnight field trips.

African American subgroup and Students with Disabilities will have the same opportunities to participate in all extra-curricular activities.

Describe Professional Learning related to this action:

- Emotional Intelligence (EQ) Training for teachers
- Multiple Tier System of Support (MTSS)
- Mindfulness Training
- Self Regulation Training
- Student Lead Community Building Circles
- Restorative Practices
- Safe and Civil Schools
- Skillful Teacher (Feedback to Students)
- Learn By Doing (Chapter 5: Building the Collaborative Culture of a PLC)
- Making Thinking Visible
- First 20 Days of School (Fisher and Fry Article)
- First 10 Days Focused on Community Building - Emphasis on Growth Mind Set and Self-Efficacy
- Second Step
- Olweus Class Meetings
- CHAMPS and MAC Expectations
- Positive Discipline in the Classroom
- Community Building, Explicit SEL Instruction and Embedded Skills

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner 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	Direct Trans			: Direct Transportation (LEADERSHIP GOAL 2)	3,000.00

\$3,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	96.429 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	96.25 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	96.203 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Exposure to Careers and 3rd Grade Fieldtrip

- Bricks for Kidz
- Scout Island
- Fresno Art Museum

Exposure to Careers - 6th Grade

Exposure to Careers and 6th Grade Fieldtrip

- 6th Grade Camp
- Fresno City College
- Scandinavian Middle School
- Select 6th Graders - Computech Middle School
- Leadership Participants to Disneyland
- WildWaters
- Kids Invent

Exposure to Careers - 4th Grade

Exposure to Careers and 4th Grade Fieldtrip

- Monterey Bay Aquarium and Missions
- Fresno Police Department

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

There was not a significant disproportionality.

Exposure to Careers - 6th Grade

There was not a significant disproportionality.

Exposure to Careers - 4th Grade

There was not a significant disproportionality.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Each grade level was offered 1-2 fieldtrips from a menu of options by the Goal 2 Offices. All students are encouraged to attend field trips and every effort is made to ensure students can attend. The use of GOAL 2 funds last year were very successful, we plan to continue to use the funds as we did last year. The only major change in our budget is to fund a GOAL 2 Fieldtrip to Disneyland for the 2019-2020 LEADERSHIP participants. Funds have been allocated for direct transportation (\$3,000).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The only major change in our Title I budget is to fund a GOAL 2 Fieldtrip to Disneyland for the 2019-2020 LEADERSHIP participants. Funds have been allocated for direct transportation (\$3,000). Changes can be found under **GOAL 2: All Students will engage in arts, activities, and athletic; ACTION 1: Social/Emotional Learning and Culture/Climate Plan for K-6th of the 2019-2020 SPSA and GOAL 3: Students will develop competencies and character in the workplace Action 1: Career Opportunity Plan for 6th Grade**

Step 4: Stakeholder Involvement. 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:

School wide data analysis was shared at our SSC on 2/20/19. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3/21/19.
SSC is supportive of the exposure to career fieldtrips and activities.

2 ELAC:

Information was shared at our ELAC meeting on 3/14/19. The ELAC agreed with site recommendations.
ELAC is supportive of the exposure to career fieldtrips and activities.

3 Staff:

School wide data analysis and the SPSA budget prioritization was scheduled on 2/26/19.
The 2019-2020 Single Plan of Student Achievement was shared with Turner Staff on 3/12/19.
Turner staff is supportive of the exposure to career fieldtrips and activities.

Action 1

Title: Career Opportunity Plan for 3rd, 4th, and 6th Grades

Action Details:

Turner Elementary will expose and engage students to a variety of career opportunities through field trips, on site learning experiences, career speakers, career fairs and research presentations.

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

- Atlas Student Engagement Entries
- Atlas Student Engagement Reports
- Goal 2 Participation Data Reports

Owner(s):

- Goal 2 Office
- Administration
- Teachers
- Students
- TSA

Timeline:

- Quarterly

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

- Goal 2 Participation in Grades Transitional Kindergarten and K - 6th Grades targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Tablets for use of online Research Presentations
- Other materials and supplies to support Career Opportunities and Career Research
- Other materials and supplies to support Career Opportunities, but not limited to, graphics and technology
- Guest Speakers and Parent Volunteers
- Translators (Spanish, Hmong ASL)
- Direct Transportation

Specify enhanced services for EL students:

- Engage in College and Career Readiness Opportunities using a wide range of tools including technology
- Participate in College and Career Readiness Opportunities, Activities and Lessons specific to Professional Goals (i.e. - Fresno Police Department, Bricks for Kids, Tour Scandinavian Middle School, FCC Campus and Computech MS, Scout Island, Fresno Art Museum, Fresno Philharmonic)

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

- Share Goal 2 Participation Data to parents at meetings (i.e. - Coffee Hour, SSC, ELAC, SSTs, IEPs, Parent Teacher Conferences)
- Inform parents of Career Opportunities provided through fieldtrips and/or on site learning experiences
- Home School Liaison
- Weekly School Messenger
- Weekly Notices and Information on Electronic School Marquee
- Translators for Parent Meetings (Spanish, Hmong, ASL)
- School-wide Assemblies

Specify enhanced services for low-performing student groups:

Economically disadvantaged, **African American**, **SWD**, ELLs, Asian, Hispanic, Homeless and Foster Youth students will have the same opportunities to participate in all Career Opportunities, Career Research and Career Activities.

Describe Professional Learning related to this action:

- Technology to support Career Research

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	17.242 %	19.291 %	2017-2018	17.291 %
Suspensions Per 100	9.922 %	8.479 %	2017-2018	7.479 %
Chronic Absenteeism (Students with Disabilities)		29.4 %	2017-2018	27.4 %
Suspension Rate (Students w/Disabilities)		8 %	2017-2018	5 %
Chronic Absenteeism (African American)		32.6 %	2017-2018	30.6 %
Suspension Rate (African American)		12.5 %	2017-2018	9.5 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The percentage of students who have been chronically absent has decreased in the past year. In 2016-2017, 17.4% of students were chronically absent whereas in 2017-2018, 16.4% of students were chronically absent. Weekly parent meetings with severely chronic students (85% and below) and monthly meetings with chronic absences (86% - 90% ADA) have helped decrease the percentage of chronic absenteeism.

The site partnership with our CWA, the quarterly ATLAS reports on attendance, and the established rapport between our CWA and parents whose children are chronically absent have contributed to the decrease percentage of chronic absenteeism.

Suspensions Per 100

In 2016-2017, there were 70 suspensions whereas in 2017-2018 there were 63 suspensions. The consistent implementation of class meetings, Second Step lessons and the services provided by our School Psychologist and site Restorative Practices Coach have contributed to the decrease in out of class suspensions.

Chronic Absenteeism (African American)

There has been a significant increase of chronic absenteeism with our African American subgroup. In 2016-2017, 22.7% of African American students were chronically absent whereas in 2017-2018, 32.1% of African American students were chronically absent. We as a site need to improve our system for early identification of chronic absenteeism within our AA subgroup by targeting students with 86%-90% or below ADA.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

32.1% of our African American subgroup and 25.5% of our Special Ed subgroup were chronically absent compared to 16.4% of all students. The Climate and Culture Team have not met consistently to identify reasons behind chronic absenteeism and methods to mitigate the absenteeism.

Suspensions Per 100

In 2017-2018, 33.68% of our African American subgroup were suspended which represents 12.4% of our school population as compared to 19.79 of Students with Disabilities, consisting of 11.8% of the school population. There has been inconsistent Tier I and Tier II support from the Department of Prevention & Intervention and the Special Education Department. We have enrolled Tier II and Tier III students from surrounding Elementary Schools who do not have a Behavior Support Plan or Behavior Intervention Plan in place.

Chronic Absenteeism (African American)

32.1% of our African American subgroup were chronically absent compared to 16.4% of all students. The Climate and Culture Team have not met consistently to identify reasons behind chronic absenteeism and methods to mitigate the absenteeism for this subgroup.

Chronic Absenteeism (Students with Disabilities)

25.5% of our Special Ed subgroup were chronically absent compared to 16.4% of all students. The Climate

Reviewing Quarterly Attendance Data with the CWA, RCA, and Administrative Team has not been a consistent practice this school year. The RCA support provided by the Department of Prevention and Intervention has been inadequate and inconsistent due to lack of personnel.

Chronic Absenteeism (Students with Disabilities)

There has been an increase of chronic absenteeism with our Students with Disabilities. In 2016-2017, 21.6% of Students with Disabilities were chronically absent whereas in 2017-2018, 25.9% of Students with Disabilities were chronically absent. We as a site need to improve our system for early identification of chronic absenteeism within our Student with Disability subgroup by targeting SWD identified in 86%-90% or below ADA. Reviewing Quarterly Attendance Data with the CWA, RCA, and Administrative Team has not been a consistent practice this school year. The RCA support provided by the Department of Prevention and Intervention has been inadequate and inconsistent due to lack of personnel.

Suspension Rate (African American)

In 2016-2017, there were 22 African American student suspensions whereas in 2017-2018 there were 32 African American student suspensions. There has been inconsistent Tier I and Tier II proactive support provided from our Restorative Practices Coach, RCA and Culture/Climate Specialist. Data collection, analysis, and reflection on Levels of Misbehaviors of our African American subgroup has not been a consistent practice between our site Instructional Lead Teacher Team and Climate Culture Team. More collaboration between the ILT and CCT need to occur surrounding the improvements in decreasing the suspensions for our African American subgroup.

Suspension Rate (Students w/Disabilities)

In 2016-2017, there were 18 Student with Disabilities suspended whereas in 2017-2018 there were 19 Student with Disabilities suspended. There has been inconsistent Tier I and Tier II proactive support provided by the Special Education Department. Data collection, analysis, and reflection on Levels of Misbehavior of our Students with Disabilities have not been a consistent practice between our site Instructional Lead Teacher Team and Climate Culture Team.

and Culture Team have not met consistently to identify reasons behind chronic absenteeism and methods to mitigate the absenteeism for this subgroup.

Suspension Rate (African American)

In 2017-2018, 33.68% of African American subgroup were suspended which represents 12.4% of our school population. There has been inconsistent Tier I and Tier II proactive support provided from our Restorative Practices Coach, RCA and Culture/Climate Specialist. Reentry meetings for our African American subgroups has been inconsistently implemented this year.

Suspension Rate (Students w/Disabilities)

In 2017-2018, 19.79% of Students with Disabilities were suspended which represents 11.8% of our school population. There has been inconsistent Tier II and Tier III proactive support provided from our Special Education Department. Reentry meetings for our Student with Disability subgroup has been inconsistently implemented this year.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Actions funded during 2018-2019 school year: Home School Liaisons (Spanish/Hmong), Paraprofessional Instructional Assistant, Certificated Tutor, TSA, and Materials/Supplies. Each was effective in support of student achievement.
- Changes/Actions planned for 2019-2020 school year: 3 Teaching Fellows, Site Funded Resource Counseling Assistant, iReady (ELA) Licensing with Professional Development for Kindergarten - 6th Grades.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Actions to decrease chronic absenteeism and suspensions rate specifically for African American subgroups and Students with Disabilities (GOAL 3, Action 1)

- 1) Chronic Absenteeism - RCA and CWA to identify students with habitual patterns of chronic to severely chronic absenteeism prior to August 12th, 2019 based on Quarter 4 ADA Data. Goal Setting with students identified with 90% - 86% or below attendance.

2) Suspensions - RCA to create a strategic intervention schedule during non-instructional time as a preventative for Level 2/3 Referrals. RCA, CWA, Restorative Practice Coach and School Psychologist to meet with small groups of students based on # of Level 2/3 Referrals. Self regulation, deescalation strategies, and self-worth will be the primary focus.

New Changes/Expenditures found in 2019-2020 SPSA:

Goal 3, Action 1: Site Funded RCA (FTE 1.0)

Step 4: Stakeholder Involvement. 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:

School wide data analysis was shared at our SSC on 2/20/19. The SPSA budget prioritization was shared with all members. The School Site Council voted and approved the Single Plan for Student Achievement for the 2019-2020 school year on 3/21/19.

The SSC was in agreement with the 2019-2020 actions that would support a focus on Reading by Third Grade and increasing our rate of students at Met or Exceed Standards as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). Moreover, SSC was informed of the effective actions with Reading, Mathematics, and Redesignation focus for the 2019-2020 school year based on current preliminary data. The SSC was in agreement with funding 3 Teaching Fellows, 1 RCA, and iReady Licencing with Professional Development for K-6th certificated staff.

2 ELAC:

Information was shared at our ELAC meeting on 3/14/19. The ELAC agreed with site recommendations.

ELAC was in agreement with the 2019-2020 actions that would support a focus on Reading by Third Grade and increasing our rate of students at Met or Exceed Standards as measured by SBAC ELA (3rd-6th grade) and Interim (1st-6th grade). Moreover, ELAC was informed of the effective actions with Reading, Mathematics, and Redesignation focus for the 2019-2020 school year based on current preliminary data. ELAC was in agreement with funding 3 Teaching Fellows, 1 RCA, and iReady Licencing with Professional Development for K-6th certificated staff.

3 Staff:

School wide data analysis and the SPSA budget prioritization was scheduled on 2/26/19.

The 2019-2020 Single Plan of Student Achievement was shared with Turner Staff on 3/12/19.

Action 1

Title: Suspension and Chronic Absenteeism Plan

Action Details:

Turner 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. Class Meetings, Second Step, OLWEUS will continue to promote personal responsibility and social skills resulting in fewer conflicts with staff and students. Turner's Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple absences and suspensions will be referred to the SST where a Behavior Support Plan 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

- TSI Chats
- Power BI Misbehavior, Suspension and Expulsion Data
- ATLAS Attendance Report
- ATLAS Behavioral Report
- Site Referral Data
- CWA data collection and attendance conferences
- Student participation with Girl Power and Boys to Men for chronically absent and/or behavior students
- Quarterly Awards for Perfect Attendance
- Goal 2 participation

Owner(s):

- Climate and Culture Team
- Instructional Lead Teacher Team
- Child Welfare Attendance Specialist
- Restorative Practices Coach (Tier I,II)
- Behavior Support Specialist (Tier 1, II)
- Resource CounselorAssistant
- OMand Attendance Clerk
- DPI Department
- Parents and Students

Timeline:

- Daily
- Weekly
- Quarterly

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

- Certificated and Classified Supplementary Contracts for Goal 2 activities and clubs
- Certificated Substitutes for monthly Student Student Study Team Meetings
- Certificated Substitutes for Planning and Peer Observations
- Child Welfare Attendance Specialist to provide support with increasing school wide attendance and providing SEL targeting SPED, LTELs, ELLs, African American, Homeless & Foster Youth
- Resource Counseling Assistant to provide Academic and Social Emotional Learning support targeting priority subgroups **African American, Students with Disabilibites**, Homeless and Foster Youth
- Restorative Practices Coach to provide Social Emotional Learning support targeting priority subgroups **African American, Students with Disabilities**, LTELs, ELLs, Homeless and Foster Youth
- Teacher on Special Assignment to provide Academic and Social Emotional Learning support targeting LTELs, ELLs, **African American, Studnets with Disabilities**, Homeless and Foster Youth
- School Psychologist to provide Counseling and Social Emotional Learning support targeting **Student with Disabilities, African American**, LTELs, ELLs, Asian, Hispanic, Homeless and Foster Youth
- Other materials and supplies that support positive culture and climate & classroom instruction, but not limited to, graphics and technology
- Weekly Incentives for students in PreSchool, TK, and Kindergarten with Perfect Attendance
- Monthly and Quarterly Awards
- Translators
- Babysitting
- Direct maintenance and repairs

Specify enhanced services for EL students:

- Designated and Integrated ELD
- ELD/ELA Standards: Part I and Part II
- WestED Keystone Pedagogies
- Academic Discourse
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain

Specify enhanced services for low-performing student groups:

Targeted Actions/Strategies for AA and SWD:

- 1) Administration, Child Welfare Assistant, and Resource Counseling Assistant will meet biweekly to monitor Misbehavior entries, Attendance data and Suspension rates.
- 2) Administration, Climate Culture Team and Instructional Lead Teacher Team will meet monthly to review data on misbehavior, attendance and suspension rates. Teams will develop goals, action plan(s) and timelines to decrease occurrences of misbehaviors, increase attendance rates and decrease suspension rates.
- 3) Child Welfare Assistant will identify 2019-2020 AA students and SWD with chronic absences and misbehaviors utilizing 2018-2019 Quarter 4 data points.
- 4) Child Welfare Assistant and Resource Counseling Assistant will contact parents prior the First Day of Instruction (August 12, 2019) to review commitments for Student Attendance Review Team (SART).
- 5) Child Welfare Assistant and Resource Counseling Assisstant will involve students in Quarterly Attendance Goal Setting. Students meeting goals will be recognized and celebrated.
- 6) African American subgroup and Students with Disabilities will have the same opportunities to earn quarterly awards during the Awards assemblies and fully participate in classroom incentives.

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

Describe Professional Learning related to this action:

- Share attendance data to parents at meetings (Coffee Hour, ELAC, SSTs, IEPs, and Parent Teacher Conferences
- Share instructional strategies with parents on how to support students at home
- Home School Liaison
- Weekly School Messenger
- Weekly Notices and Information on Electronic School Marquee
- EduText
- Translators (Hmong, Spanish, ASL)
- Parent English Classes
- Parent University

- MTSS
- Power BI reports on Misbehavior, Suspension and Expulsion
- District Training for Climate Culture Team and Co-Admin
- ATLAS data dashboard reports
- CWA weekly, quarterly attendance data reports
- Safe and Civil School
- Olweus
- Second Step
- Restorative Practices

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0460 Turner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	24,775.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Interpreters for Parent Conferences	4,062.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	This position will replace Yia Thao (1070050)	14,218.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	This position will replace Sandra Villages (1042472).	14,473.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for SST, ELPAC CHATS, Language Teams, and PProgres Monitoring. Also supports G1A2-3	9,683.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher contracts for after school tutoring and/or teacher planning	16,872.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Supports G1 Actions 1-3	9,893.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iReady Licensing for Kindergarten - 6th	15,320.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material, Supplies, Resources General Education	7,001.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology for upgrades and additional tech. Also supports G1Action 2-3	3,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Direct maintenance copy machine and site repairs	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplementary contracts for office staff and office assistant	6,245.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Cr-Reg	Teacher, Resource	0.7500	Supports G1Action 1-3	95,683.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5625	This is a new position for the 2019-2020 academic school year.	31,514.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage (Administrators, HSL and Office Staff)	1,500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Supports G1 Actions 1-3	1,648.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Cr-Reg	Teacher, Resource	0.2500	Supports G1Action 1-3	31,894.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This is a new position for the 2019-2020 academic school year.	24,511.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Material Supplies and Parent Involvement	1,031.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Redesignation Dinner	431.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Direct Transportation (LEADERSHIP GOAL 2)	3,000.00

\$325,754.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,528.00
Sup & Conc	7090	\$205,742.00
LCFF: EL	7091	\$62,484.00
Grand Total		\$325,754.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$322,754.00
G2 - All students will engage in arts, activities, and athletics	\$3,000.00
Grand Total	\$325,754.00