

Lincoln Elementary

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

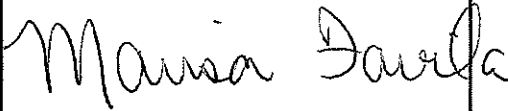

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family Engagement 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Marisa Favila	X				
2. Chairperson -Erica Lazcano				X	
3. Sarah Quesada-Vice Principal/Secretary			X		
4. Conception Santana		X			
5. Joyce Pascuale		X			
6. Teresa Villa Luna				X	
7. Silvia Ramirez				X	
8. Cynthia Betancourt-Vice Chair Person				X	
9. Patricia Velasquez				X	
10. Blanca Cruz				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
<p>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 School Plan for Student Achievement.</p>			
Title	Print Name Below	Signature Below	Date
Principal	Marisa Favila		4-5-2022
SSC Chairperson	Erica Lazcano		4-5-22

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$58,734 *
7090	LCFF Supplemental & Concentration	\$198,018
7091	LCFF for English Learners	\$72,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$108,243</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$437,795

* 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	\$2,008
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,726</u>
	Total Title I Allocation	\$58,734

Lincoln Elementary 2022-2023 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELA D2 proficiency - percentage of students on/above	✓		19.71 %	2021-2022	25.81 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		16.35 %	2021-2022	25.45 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

iReady ELA D2 On Level

Moderate gains were achieved. There was an 11% increase in tier 1 from the 1st diagnostic to the 2nd diagnostic.

- Daily Tier 1 ELA on grade level instruction
- PLC Areas of growth include:
 - Use of IAB claims and targets documents for planning and CFA development.
 - Progress monitoring tool
 - Data analysis protocol
 - Consistent feedback to teachers focused on ELA school-wide commitments.

iReady Math D2 On Level

Moderate gains were achieved. There was an 9% increase in tier 1 from the 1st diagnostic to the 2nd diagnostic.

- Daily Tier 1 Math on grade level instruction
- Areas of growth include:
 - Use of IAB claims and targets documents for planning and CFA development

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

iReady ELA

- Lack of support for social-emotional needs.
- Lack of in-person instruction due to quarantine protocols.
- Inequitable access to reliable wifi while on quarantine.
- Inconsistent time with classroom teacher or intervention staff due to staff being on quarantine and lack of substitutes.
- Inconsistent systematic multi-tiered systems of support due to staff and/or students being on quarantine.

iReady Math

- Lack of support for social-emotional needs.
- Lack of in-person instruction due to quarantine protocols.
- Inequitable access to reliable wifi when on quarantine.
- Inconsistent time with classroom teacher or intervention staff due to staff being on quarantine and lack of substitutes.
- Inconsistent systematic multi-tiered systems of support due to staff and/or students being on quarantine.

- Progress monitoring tool
- Data analysis protocol
- Consistent feedback to teachers focused on Math school-wide commitments

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Some actions were moderately effective in supporting student achievement such as daily tier 1 instruction.
- RCA providing social-emotional support was inadequate for the depth of needs the students had.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Hire a Clinical Social Worker to support the social-emotional needs of students and their families.
- Hire Teaching Fellows? to address learning loss in ELA and Math.
- Purchase ELA and Math resources and technology to address the learning loss in ELA and Math.
- Continue MLD coaching support and PL for 5th and 6th grade teachers.
- Provide Math coaching support for grades K-4 but differentiate PL and support by grade level needs.
- Site Instructional Coach to focus on K-2 Foundational Skills instruction.
- Continue mentoring for tier 2 and tier 3 students.
- Create an IEP Progress Monitoring tool.
- Create Progress monitoring tool that disaggregates data by student and standard.
- RSP and Regular Education Teachers to work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Social Worker and CWAS to consistently analyze SEL and Academic data, identify problems of practice, and create a plan to address student needs.
- Social Worker and CWAS to provide PL around effective behavior supports and relationship building for students.

Changes that will be made in this goal may also be found in Goal 2 and Goal 3.

Step 4: Educational Partner 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:

Parents were pleased that students have made gains in both ELA and Math on iReady. They were also pleased that the district is funding a full-time HSL, CWAS, Psychologist, and Instructional Coach. They want supports to continue for both academic and SEL but more intensive SEL support than what is currently provided by

2 ELAC:

Parents were pleased that students have made gains in both ELA and Math on iReady. They were also pleased that the district is funding a full-time HSL, CWAS, Psychologist, and Instructional Coach. They want supports to continue for both academic and SEL but more intensive SEL support than what is currently provided by

3 Staff:

They were pleased that the district is funding a full-time HSL, Psychologist, CWAS and an Instructional Coach. They want supports to continue for both academic and SEL but more intensive SEL support than what is currently provided by the school. They want academic supports to continue such as the Math Coaches. Also,

the school.

the school.

they want expenditures to continue for the extra copy machine, technology, and materials and supplies.

Action 1

Title: ELA Instructional Plan for K-6

Action Details:

Lincoln Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary interventions, through a systematic multi-tiered system of support will improve ELA/Literacy instruction at each level of intervention, to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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
- IAB assessments - data captured on a shared document on teams
- Use of a data analysis protocol
- iReady data
- Foundational Skills Assessment - Kindergarten
- Grade Level Common Formative Assessments
- IEP Goals and CFA progress monitoring for SDC MM and RSP Teacher
- SPED Teachers- WonderWorks CFA data
- Fluency benchmarks
- Sight word benchmarks
- Wonders Phonics Survey data K-2
- Data chats with teachers (includes SPED)
- Grade Level/Teacher/SPED Goal Setting, including goal-setting for AA students.

Owner(s):

- Teachers
- PLC Team
- Lead Teachers
- Administration
- TSA
- Site Instructional Coach
- Social Worker
- Child Welfare & Attendance Specialist (CWAS)
- Culture Climate Team
- ILT
- District SPED Coaches
- District Math Coaches
- District Curriculum and Instruction Coaches

Timeline:

- Daily Checking for Understanding
- CFA, a minimum of 1-2 per quarter
- Quarterly IABs for grades 3-6
- Wonders weekly and end of unit assessments
- iReady Assessments

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

- ELA Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 ELA instruction on grade level (120 minutes includes whole and small group for differentiation)
- Daily integrated ELD instruction at appropriate ELP levels for all ELs.
- Language support for newcomer ELs
- Blended Learning/Differentiated Instruction
- Multi-Tiered System of Support (MTSS)
 - Continue to improve Tier 1 Classroom instruction and SEL practices
 - Refine CCT and ILT teaming structure and build efficacy
 - Continue building knowledge of MTSS framework at staff meetings
 - Consistent implementation of common assurances for Tier I and begin Tier II and Tier III
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)

- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing Academic and SEL skill support
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Site Coach and TSA to manage and monitor Response to Intervention data
- Site Coach and TSA to provide professional learning, modeling, co-teaching, and cycles of learning on best instructional practices.
- Certificated Reading Tutors (2)
- Teaching Fellows (3)
- Bilingual Paraprofessionals 3.5 hours (2)
- Clinical Social Worker - Spanish Speaking Spanish/English
- Home School Liaison - Spanish speaking Spanish/English
- Mileage for HSL
- ELPAC Assessors
- Translators
- Substitutes for Wonders Phonics Survey, Student Study Team meetings, Data Chats, peer observations, IEP meetings
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute, CAASPP)
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Technology such as tablets, headphones, site licenses
- Site Licenses
- Copy machine maintenance
- Direct Maintenance for repairs
- Direct Food Services for professional learning of teachers, classified, and parent engagement
- Materials and supplies for parent participation
- After School Program academic support
- Student incentives and awards for academics, social-emotional, and character counts
- Other materials and supplies that support instruction including but not limited to graphics and technology

Specify enhanced services for EL students:

- Teachers will utilize ELD strategies in the Wonders program
- Integrated ELD
- Academic Discourse
- Talk moves/accountable talk
- Language frames
- Bilingual Paraprofessionals
- Explicit vocabulary and grammar instruction
- Explicit instruction with teaching chart and language analysis
- Home School Liaison - Spanish speaking
- After School Tutoring for ELs

Specify enhanced services for low-performing student groups:

- After school tutoring
- Targeted Response to Intervention
- Culture Climate Team and ILT will analyze data on an ongoing basis and problem solve actions to address student needs.

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Lincoln Elementary will focus on mathematical instruction aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and IABs.

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
- IAB assessments - data captured on a shared document on teams
- Use of a data analysis protocol
- iReady
- Grade Level Common Formative Assessments
- IEP Goals monitoring for SDC MM and RSP Teacher
- SPED Teachers- CFA data
- GoMath Assessments
- Data chats with teachers
- Grade Level/Teacher/SPED Goal Setting, including goal-setting for AA students.
- Student goal setting

Owner(s):

- Teachers
- PLC Team
- Lead Teacher
- TSA
- Site Instructional Coach
- Administration
- Social Worker
- Child Welfare & Attendance Specialist (CWAS)
- Math Coaches
- Culture Climate Team
- ILT
- District SPED Coaches

Timeline:

- Daily Checking for Understanding
- CFA, a minimum of 1-2 per quarter
- GoMath mid-chapter and end of chapter assessments
- iReady Assessments
- Quarterly IABs

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

- Math Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- Use of the IABs for math, including calendaring administration of the IAB content clusters, data analysis, and action steps based on data
- Multi-Tiered System of Support (MTSS)
 - Continue to improve Tier 1 Classroom instruction and SEL practices
 - Refine CCT and ILT teaming structure and build efficacy
 - Continue building knowledge of MTSS framework at staff meetings
 - Consistent implementation of common assurances for Tier I and begin Tier II
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student learning skill and will supports
 - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Math Lesson Design for 5th and 6th grade
- Math Fluency focus using a variety of strategies and resources including BFF
- Direct Maintenance and repairs
- Tablets/laptops for use of online resources
- Differentiated instruction/Response to Intervention
- TSA/Instructional Coach to manage and monitor After School Math Tutoring
- Site Coach and TSA to provide professional learning, modeling, co-teaching, and cycles of learning on best instructional practices.
- Substitutes for Data Chats, peer observations, PL, SST Meetings, IEP meetings
- Bilingual Spanish Paraprofessionals 3.5 hours (2)
- Clinical Social Worker - bilingual Spanish/English
- Technology such as tablets, headphones, site licenses

- Home School Liaison - bilingual English/Spanish speaking
- Mileage for Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Translators
- Copy machine maintenance
- After School Program academic support
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute)
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Materials and supplies for parent participation
- Materials and supplies that support instruction including but not limited to graphics and technology
- Direct Food Services for professional learning of teachers and parent engagement
- Additional copy machine and copy machines' maintenance to support/provide materials
- Graphics - direct services for additional materials such as booklets and other resources necessary to support differentiated instruction and intervention in Math

Specify enhanced services for EL students:

- Teachers will utilize ELD strategies in the GoMath program
- Academic Discourse in Math content
- Bilingual Paraprofessionals
- Visual Supports
- Math tools and resources

Specify enhanced services for low-performing student groups:

- After School Math Tutoring
- Small group instruction
- Culture Climate Team and ILT will analyze data on an ongoing basis and problem solve actions to address student needs.

ENHANCED ADDITIONAL SERVICES FOR AFRICAN-AMERICAN STUDENTS:

- Differentiated instruction

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	42,030.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site Licenses, Bks, Refs, etc. SPSA# G1A2	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies: Instructional items, warehouse orders, copy paper, poster maker and laminating machine materials for instructional use only, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A11 **No food or incentives**	6,196.00
G1A1	Title 1 Basic	Instruction	Travel			: Conferences, trainings and travel expenses & registration, etc. SPSA# G1A2/G4A1	3,500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Certificated Tutor	34,959.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies: Instructional items, warehouse orders, copy paper, student incentives such as food items, toy items, clothing apparel, awards, poster maker and laminating machine materials, banners, parent participation materials, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	38,922.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leases SPSA# G1A2/G3A1/G3A2/G5A1	12,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs SPSA#G1A2	1,207.00
G1A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.7500	SPSA G1A2/G3A1/G3A2/G4A1	109,882.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	Certificated Tutor	5,826.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A2	14,788.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A2	14,110.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies: Instructional items, warehouse orders, copy paper, student incentives such as food items, toy items, clothing apparel, awards, poster maker and laminating machine materials, banners, parent participation materials, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	1,449.00
G1A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.2500	SPSA G1A2/G3A1/G3A2/G4A1	36,627.00
G1A1	One-time School	Instruction	Teacher-Subs			Teacher Substitutes SPSA#G1A2/G2A1/G3A2/G4A1	11,452.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts SPSA#G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	6,191.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies: Instructional items, copy paper, laminating film, poster paper, warehouse orders, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1 **No food or incentives**	701.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies to support on-going learning loss. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1 **No Food or Incentives**	5,634.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology: Laptops, Doc cameras, power cords, headphones, accessories, etc. SPSA# G1A2	8,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows SPSA# G1A2	30,839.00
G1A1	One-time School	Instruction	Travel			: Travel/Mileage: Conferences, trainings, etc. SPSA# G1A2/G4A1	1,000.00
G1A1	One-time School	Instruction	Direct-Maint			Technology Repair SPSA# G1A2/G4A1	2,000.00
G1A1	One-time School	Other Instructional Resources	Oth Cls-Supp			Other Classified Supplemental Contracts SPSA# G1A2/G2A1/ZG3A1/G3A2/G4A1/G5A1	6,541.00
G1A1	One-time School	Parent Participation	Cls Sup-Sup			Other Classified Support: Babysitting, school support, etc. SPSA# G5A1	2,616.00
G1A1	One-time School	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts: Translation, support, etc. SPSA#G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	6,541.00
G1A1	One-time School	Guidance & Counseling Services	Cons Svc/Oth			United for the Future : United for the Future SPSA# G1A2/G3A1/G3A2/G5A1 Mentoring, SEL support, SEL and Absenteeism support	10,000.00
G1A1	One-time School	Attendance & Social Work Service	Local Mileag			Mileage SPSA G1A2/G2A1/G3A1/G3A2/G5A1	1,000.00
G1A1	One-time School	Instruction	Teacher-Supp			ELPAC Assessors	7,428.00
G1A2	One-time School	Instruction	Direct-Graph			Graphics: Banners, posters, banded materials, printing, etc. SPSA# G2A1/G3A1/G3A2	2,000.00

\$428,439.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		86.93 %	2021-2022	91.03 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

There was a significant decline in participation due to COVID19 restrictions.

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

Lack of access to activities due to COVID19 restrictions and a high number of students on quarantine affected student participation. In addition, a limited number of staff to lead school clubs and engagement opportunities for students affected participation.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were major differences between the intended and actual implementation of actions for this goal.

- No Clubs for students
- Minimal sports opportunities

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

The lifting of COVID19 restrictions will provide real world learning experiences to support an increase in student engagement.

Changes that will be made in this goal may also be found in Goal 3 and Goal 5.

Step 4: Educational Partner 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:

Parents look forward to having clubs and activities available for all students.

2 ELAC:

Parents look forward to having clubs and activities available for all students.

3 Staff:

Staff looks forward to having clubs and activities available for all students.

Action 1

Title: Increase Goal 2 Participation Rate

[Action Details:](#)

Lincoln Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field-trips, school-wide activities, and class sponsored activities.

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:](#)

- Reports from ATLAS Student Engagement Tool
- Parent/student/staff surveys
- Panorama, Power Bi

- Principal
- Vice Principal
- TSA
- Site Instructional Coach
- Social Worker
- Child Welfare & Attendance Specialist (CWAS)
- Teachers
- Lincoln Staff
- Goal 2 Office
- Home School Liaison
- Campus Safety Assistant

August - June

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

- Purchase orders for athletics, spirit wear, awards, incentives, lunch/dinner for academic recognition, clubs, activities, vendors for student engagement, and the arts.
- Mentoring
- Fun Works
- Supplemental contracts to staff to facilitate clubs and activities.
- Transportation services to attend activity or event.
- Additional copy machine and copy machines' maintenance to support/provide materials
- After School Program activities, materials and supplies
- Materials and supplies including but not limited to notebooks, paper, pencils, etc.

- Materials and supplies for parent participation
- Lease of copy machine
- Direct food services for student activities
- Direct graphics
- Provide student incentives for athletics and school wide activities
- Substitutes for meetings and Professional Learning
- Extra time for Campus Safety Assistant to provide security during Goal 2 sports or activities
- Extra time for Home School Liaison to support parent and student participation

Specify enhanced services for EL students:

All parent and student communication will be translated into primary language including but not limited to school messengers, field-trip permission slips, fliers and notices.

Specify enhanced services for low-performing student groups:

- All students are encouraged to engage in arts, athletics, and activities.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Security	Cls Sup-Ext			Safety: Classified Extra Time for CSA SPSA# G3A1/G3A2/G5A1	1,048.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Fun Works : Fun Works/Krazy Karen: Engagement/extra-curricular activities, rally, assembly, etc.	3,300.00

\$4,348.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		52.54 %	2021-2022	47.94 %
Suspension Rate - Semester 1	✓		2.83 %	2021-2022	2.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism
 Actions were somewhat effective in achieving the expected outcomes for the metric in this goal.

- Office Staff and part-time CWAS implemented multiple forms of communication with chronically absent families to increase attendance.
- HSL made home visits, called families, and sent emails and mail correspondence.

Suspension Rate
 During the 2021-2022 school year, suspensions increased in comparison to the 2020-2021 school year due to students returning to in-person instruction.

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

Chronic Absenteeism
 Chronic Absenteeism has increased due to the following:

- COVID19 illnesses
- COVID19 quarantine protocols
- lack of student engagement in simultaneous instruction/independent student
- inconsistent technology and Wi-Fi access at home

Suspensions students with 1 or more
 Suspensions have increased from 0% the previous year to 2.8%. Increase is due to:

- students are still grappling with the effects of inconsistent SEL implementation and practice from the previous year of distance learning.
- students exhibited a lack of conflict mediation, problem-solving skills, and growth-mindset.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

High absentee rate of staff personnel due to COVID19 illnesses and quarantine requirements impeded consistent monitoring and follow through of chronically absent students.
 SEL support services were re-introduced to students to support with social skills, conflict mediation, problem-solving skills, and growth-mindset in an effort to reduce our suspension rate.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Adding a bilingual Clinical Social Worker.
 - Adding a full-time bilingual Home School Liaison.
 - Adding a full-time bilingual Psychologist.
 - Adding a full-time tier 2 Child Welfare & Attendance Specialist
 - Adding a full-time instructional coach
- These changes can also be found in Goals 1, 2, and 4.

Step 4: Educational Partner 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:

SSC would like to have more schoolwide events for students and families.

2 ELAC:

ELAC would like to have more schoolwide events for students and families

3 Staff:

Staff shared they would like assemblies and events for families and students to
Improve the parent/school connection.

Action 1

Title: Decrease Chronic Absenteeism

[Action Details:](#)

Lincoln Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent.

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 attendance reports
- CWAS data collection and attendance conferences
- Saturday Academy Attendance
- Goal 2 and Goal 3 participation
- HSL home-school communication

Owner(s):

- Administration
- Office Manager
- Child Welfare & Attendance Specialist (CWAS)
- Office Assistant
- TSA
- Site Instructional Coach
- Culture Climate Team
- HSL
- District SPED Coaches
- Teachers

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

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

- Saturday Academy
- Teachers, Clinical Social Worker, Campus Safety Assistant, Principal, Vice Principal, CWAS, will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage students to participate in Goal 2 activities/clubs.
- SEL Instruction including but not limited to use of Second Step and morning meetings
- Implementation and use of Restorative Discipline and structures such as cool-down area, student reflection protocols, restorative conferences, conflict resolution, and restorative circles.
- PL on SEL instruction and Safe and Civil routines at the beginning of each academic year.
- Materials and supplies will include, but is not limited to, lease of copy machine, copy paper, incentives, notebooks, and other materials.
- Mentoring
- Home School Liaison
- Mileage for HSL
- After School Program
- Extra Time/Pay or Supplemental Contract for Classified Staff
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classroom and outside activities and transitions
- Direct food services for student/parent engagement and activities
- Materials and supplies for parent participation
- Additional copy machine and copy machine maintenance to support/provide materials for attendance
- Graphics - direct services for additional materials such as certificates and other resources necessary to support student attendance
- Provide funds for costs for students to participate in and incentives for perfect attendance such as water day.
- Purchase orders to vendors to support student/parent activities focused on attendance

Specify enhanced services for EL students:

- HSL to support EL students and families through translations and home visit

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday School attendance
- CWAS data collection, home visits, and attendance conferences with parents and students
- Culture Climate Team will analyze data on an ongoing basis and problem solve actions to address student needs.

Action 2

Title: Decrease out-of-school suspensions

Action Details:

Lincoln Elementary will embed Social Emotional Learning (SEL) to decrease out-of-school suspensions.

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

- Feedback on the 5:1 ratio of positive to negative interactions to students by teachers
- Goal 2 participation
- Climate and Culture team data analysis
- Office Referral data

Owner(s):

- Teachers
- Administration
- TSA
- Clinical Social Worker
- CWAS
- Climate and Culture Team
- Climate and Culture Specialist
- Campus Safety Assistant
- Cross Functional Pivot Team
- District SPED Coaches

Timeline:

- Daily
- Weekly
- Quarterly

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

- Teachers, Principal, Vice Principal, CWAS, Clinical Social Worker, Home School Liaison, and Campus Safety Assistant to give intentional and effective feedback to students related to growth mindset and self-efficacy.
- SEL Instruction including but not limited to use of Second Step and morning meetings
- Implementation and use of Restorative Discipline and structures such as cool-down area, student reflection protocols, restorative conferences, conflict resolution, and restorative circles.
- PL on SEL instruction and Safe and Civil routines at the beginning of each academic year.
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts
- Substitutes for Student Study Team and IEP meetings
- Materials and supplies that support instruction, incentives, and recognition, including but not limited to graphics and technology.
- Materials and supplies for parent participation
- Mentoring
- Direct food services for students/parent engagement and activities
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- additional copy machine and copy machines' maintenance to support/provide materials
- Funds to provide students incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies.

Specify enhanced services for EL students:

- Home School Liaison to support EL and families with translations, outreach, and home visits.

Specify enhanced services for low-performing student groups:

- Target students with multiple suspensions

- CWAS communications
- Clinical Social Worker

- Manifestation Determination meetings with SPED team
- Behavior Support Plan
- Connect students to meaningful work
- Goal 2 and 3 participation
- ICET referrals
- Culture Climate Team and ILT will analyze data on an ongoing basis and problem solve actions to address student needs.

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		91.98 %	2021-2022	95.08 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Actions were moderately effective.

- Retention of highly qualified teachers.
- Collaboration with the Teacher Residency program to recruit highly qualified teachers.
- Professional Learning Communities consistently meeting and planning.
- Budget allotment for materials and supplies.

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

- Lack of substitutes for paraprofessional vacancies in SPED and GE classrooms.
- Hiring for vacancies for paraprofessional positions in SPED and GE is cumbersome and lengthy.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to COVID restrictions, limited opportunities were available for professional development.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Adding a bilingual Clinical Social Worker.
- Adding a full-time bilingual Home School Liaison.
- Adding a full-time bilingual Psychologist.
- Adding a full-time tier 2 Child Welfare & Attendance Specialist
- Adding a full-time instructional coach

These changes can also be found in Goals 1-5.

Step 4: Educational Partner 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:

- Additional bilingual support staff including but not limited to a bilingual Social Worker.

More social-emotional support for students

2 ELAC:

Additional bilingual support staff including but not limited to a bilingual Social Worker.

More social-emotional support for students

3 Staff:

- Hire an African-American Teacher
- Bilingual support staff

Action 1

Title: Recruitment and Retention of Staff

Action Details:

Lincoln Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community. Our school will actively collaborate with the Teacher Development Department Residency Program and Human Resources to ensure we are staffing highly qualified personnel.

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:

- monitor retention through Lawson
- monitor effectiveness through supervision and evaluation process

- Principal
- Vice Principal

- August - June

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Collaboration with Teacher Residency Program to recruit potential candidates.
- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- PL conferences or district provided training on ELA implementation, Math Implementation, and SEL Implementation including but not limited to Math Lesson Design, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement.
- Resources including but not limited to graphics, materials, and supplies to support Professional Learning
- Technology to support learning including but not limited to virtual learning, blended learning, and simultaneous learning.
- Repair and maintenance for technology
- Home School Liaison - bilingual Spanish/English
- School Psychologist - bilingual Spanish/English
- Social Worker - bilingual Spanish/English

- CWAS II - bilingual Spanish/English
- Supplemental contracts for certificated and classified staff. (i.e., planning, tutoring)
- Substitutes for planning, PL, peer observations, data chats, other
- Travel and cost for conferences and/or trainings

Specify Professional Development or Staff Services to support EL students:

- Training opportunities provided by English Learner Services department and/or the EL TSA to support designated and integrated ELD.

Specify Professional Development or Staff Services to support low-performing student groups:

- PL Foundational Skills Instruction for K-2
- PL Math Lesson Design for 5th and 6th
- PL Math TQE for K-6
- PL on IABs
- Backwards mapping of ELA and Math standards
- Data analysis and action planning
- Research based professional readings
- Travel and cost for conferences and/or trainings

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		81.25 %	2021-2022	86.35 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Actions were minimally effective.

- Virtual parent and family workshops opportunities had low attendance
- Use of social media, school messenger, email, school website to communicate
- Provided translation of all school communications to provide parents access to information

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

- Need for ongoing updated ATLAS contact information
- Technology constraints for parents in accessing ATLAS, Class Dojo, Teams, and other communication platforms.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Parent engagement opportunities were virtual and consequently very few parents participated.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Provide in-person meetings and workshops. Provide technology assistance.

Step 4: Educational Partner 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:

SSC would like on campus classes in the areas of:

- English Classes
- Nutrition Classes
- Foundational Skills
- Basic Math Skills
- Technology

2 ELAC:

ELAC: would like on campus classes in the areas of:

- English Classes
- Nutrition Classes
- Foundational Skills
- Basic Math Skills
- Technology

3 Staff:

Staff would like parent classes in the areas of:

- grade snapshot
- foundational tech skills
- basics with teaching students to read

Action 1

Title: Inclusive Opportunities for Families

[Action Details:](#)

Lincoln is committed to increasing inclusive opportunities for families to engage in their students' education. Our school will actively collaborate with Parent University and community partners to provide a variety of inclusive opportunities for our families.

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](#)

- Parent Workshop agendas and attendance
- Attendance at Schoolwide Family Events
- Awards and incentives to recognize parent involvement

[Owner\(s\):](#)

- Parent University
- Principal
- Vice Principal
- TSA
- HSL
- Teachers
- Office Staff
- Community Partners
- CWAS
- Clinical Social Worker

[Timeline:](#)

August 2021 - June 2022

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- Back to School Night, Open House
- Parent Engagement events such as Muffins with Mom, Grandparent's Day, Doughnuts with Dad, Deck the Halls, Spring Program- Talent Show.
- Home School Liaison - bilingual Spanish/English
- Mileage for HSL
- Mentoring

- Materials and supplies and/or graphics for parent and student participation
- Lease of copy machine
- Direct food services for parent and student activities
- Incentives for parent and student participation
- Certificated and Classified Supplemental contracts and/or extra time
- Transportation services to attend activity or event
- Extra time for Home School Liaison to support parent and student participation
- PO for outside vendors for parent engagement activities and incentives
- Extra time for Campus Safety Assistant to provide security during family events

Specify Direct Service and Opportunities for parents and families to support EL students:

- Parent Classes
- ELAC
- HSL to support EL Parents and families with translations, interpreting, outreach, and home visits
- Bilingual resources

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parent Classes
- HSL, CWAS, Social Worker to provide resources for parents
- SSC meeting

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies for parent involvement **No food or incentives**	2,008.00
G5A1	One-time School	Instruction	Direct Trans			: Bus Transportation for event, activity, field trip, etc.	3,000.00

\$5,008.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0310 Lincoln Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	42,030.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site Licenses, Bks, Refs, etc. SPSA# G1A2	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies: Instructional items, warehouse orders, copy paper, poster maker and laminating machine materials for instructional use only, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A11 **No food or incentives**	6,196.00
G1A1	Title 1 Basic	Instruction	Travel			: Conferences, trainings and travel expenses & registration, etc. SPSA# G1A2/G4A1	3,500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Certificated Tutor	34,959.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies: Instructional items, warehouse orders, copy paper, student incentives such as food items, toy items, clothing apparel, awards, poster maker and laminating machine materials, banners, parent participation materials, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	38,922.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leases SPSA# G1A2/G3A1/G3A2/G5A1	12,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs SPSA#G1A2	1,207.00
G1A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.7500	SPSA G1A2/G3A1/G3A2/G4A1	109,882.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625	Certificated Tutor	5,826.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A2	14,788.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A2	14,110.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies: Instructional items, warehouse orders, copy paper, student incentives such as food items, toy items, clothing apparel, awards, poster maker and laminating machine materials, banners, parent participation materials, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	1,449.00
G1A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.2500	SPSA G1A2/G3A1/G3A2/G4A1	36,627.00
G1A1	One-time School	Instruction	Teacher-Subs			Teacher Substitutes SPSA#G1A2/G2A1/G3A2/G4A1	11,452.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts SPSA#G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	6,191.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies: Instructional items, copy paper, laminating film, poster paper, warehouse orders, etc. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1 **No food or incentives**	701.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies to support on-going learning loss. SPSA# G1A2/G2A1/G3A1/G3A2/G4A1/G5A1 **No Food or Incentives**	5,634.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology: Laptops, Doc cameras, power cords, headphones, accessories, etc. SPSA# G1A2	8,000.00

G1A1	One-time School	Instruction	Subagreements	California Teaching Fellows Foundation : Teaching Fellows SPSA# G1A2	30,839.00
G1A1	One-time School	Instruction	Travel	: Travel/Mileage: Conferences, trainings, etc. SPSA# G1A2/G4A1	1,000.00
G1A1	One-time School	Instruction	Direct-Maint	Technology Repair SPSA# G1A2/G4A1	2,000.00
G1A1	One-time School	Other Instructional Resources	Oth Cls-Supp	Other Classified Supplemental Contracts SPSA# G1A2/G2A1/ZG3A1/G3A2/G4A1/G5A1	6,541.00
G1A1	One-time School	Parent Participation	Cls Sup-Sup	Other Classified Support: Babysitting, school support, etc. SPSA# G5A1	2,616.00
G1A1	One-time School	Parent Participation	Cls Sup-Sup	Classified Supplemental Contracts: Translation, support, etc. SPSA#G1A2/G2A1/G3A1/G3A2/G4A1/G5A1	6,541.00
G1A1	One-time School	Guidance & Counseling Services	Cons Svc/Oth	United for the Future : United for the Future SPSA# G1A2/G3A1/G3A2/G5A1 Mentoring, SEL support, SEL and Absenteeism support	10,000.00
G1A1	One-time School	Attendance & Social Work Service	Local Mileage	Mileage SPSA G1A2/G2A1/G3A1/G3A2/G5A1	1,000.00
G1A1	One-time School	Instruction	Teacher-Supp	ELPAC Assessors	7,428.00
G1A2	One-time School	Instruction	Direct-Graph	Graphics: Banners, posters, binded materials, printing, etc. SPSA# G2A1/G3A1/G3A2	2,000.00
G2A1	Sup & Conc	Security	Cls Sup-Ext	Safety: Classified Extra Time for CSA SPSA# G3A1/G3A2/G5A1	1,048.00
G2A1	One-time School	Instruction	Cons Svc/Oth	Fun Works : Fun Works/Krazy Karen: Engagement/extra-curricular activities, rally, assembly, etc.	3,300.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	: Materials and supplies for parent involvement **No food or incentives**	2,008.00
G5A1	One-time School	Instruction	Direct Trans	: Bus Transportation for event, activity, field trip, etc.	3,000.00

\$437,795.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,734.00
Sup & Conc	7090	\$198,018.00
LCFF: EL	7091	\$72,800.00
One-time School	7099	\$108,243.00
Grand Total		\$437,795.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$428,439.00
G2 - Expand student-centered and real-world learning experiences	\$4,348.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,008.00
Grand Total	\$437,795.00