


Vinland Elementary

10621666006548

Principal's Name: Jeanarta Coe

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 - Jeanarta Coe	X				
2. Chairperson - Elena Astanina				X	
3. Michelle Aguirre		X			
4. Patricia Toto		X			
5. Ana Leonui		X			
6. Francisco Duran				X	
7. Carmen Decker				X	
8. Cynthia Afarian			X		
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>N/A</u> .

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jeanarta Coe	<i>Mrs. Coe</i>	4/5/22
SSC Chairperson	Elena Astanina	<i>Elena Lopez Astanina</i>	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

Vinland - 0470

ON-SITE ALLOCATION

3010	Title I	\$52,065 *
7090	LCFF Supplemental & Concentration	\$175,630
7091	LCFF for English Learners	\$25,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$96,005</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$348,900

* 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	\$1,780
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$50,285</u>
	Total Title I Allocation	\$52,065

Vinland 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 ELAD2 proficiency - percentage of students on/above	✓		29.36 %	2021-2022	30.46 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		17.21 %	2021-2022	18.31 %

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.

SBAC ELA 3-8, 11- Meets or Exceeds Standards/ Math 3-8, 11 Meets or Exceeds Standards

Metric Not applicable due to no testing during the 2020-2021 school year.

CCSS are being taught in Tier 1 through Wonders/Go Math resources
 Tier 3 Intervention provided for students in RSP and SDC.
 PLC/AC Teams planning using GVC and CFA data used to discuss instructional strategies.
 Teachers and PLC's/AC's are intermittently creating CFAs to determine next steps to support mastery of standard.

Teachers analyzing data to reteach students based on need. This data analysis is not consistent by grade level.

Targeted Support Team meeting weekly to discuss students with academic/social emotional/health/attendance/other concerns to provide additional support and recommendations.

Teachers providing Response to Intervention (RTI) time for their students. The methods used for RTI have not been consistent by grade level or teacher.

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

Goal 1 included professional learning based on iReady results and meeting with PLC's about student results. Professional learning outside of designated Buyback time has not been consistent due to professional learning time and PLC/AC time being optional for teachers.

Teachers and PLC teams providing information regarding progress monitoring has not been consistent due to professional learning and PLC/AC time being optional.

iReady ELA Diagnostic- Early On, Mid, or Above Grade Level

24.16% of students Early, Mid, or Above Grade Level- Winter 2021

<u>Grade Level</u>	<u>Fall</u>	<u>Winter</u>
Kindergarten	16.95%	36.67%
1st Grade	15%	30.77%
2nd Grade	14.29%	23.66%
3rd Grade	26.32%	32.73%
4th Grade	21.95%	28.57%
5th Grade	21.43%	28.00%
6th Grade	9.43%	21.95%

iReady ELA Diagnostic- African American

23.81% of students early, mid, or above grade level on Winter 2021 diagnostic

42.86% of students one grade level below on Winter 2021 diagnostic

33.33% of students two or more grade levels below on Winter 2021 diagnostic

iReady ELA Diagnostic- English Learners

12.50% of students early, mid, or above grade level on Winter 2021 diagnostic

41.25% of students one grade level below on Winter 2021 diagnostic

46.25% of students two or more grade levels below on Winter 2021 diagnostic

iReady ELA Diagnostic- Students with Disabilities

10.39% of students early, mid, or above grade level on Winter 2021 diagnostic

28.57% of students one grade level below on Winter 2021 diagnostic

61.06% of students two or more grade levels below on Winter 2021 diagnostic

iReady Math Diagnostic- Early On, Mid, or Above Grade Level

17.09% of students early, mid, or above grade level- Winter 2021

<u>Grade Level</u>	<u>Fall</u>	<u>Winter</u>
Kindergarten	10.71%	28.33%
1st Grade	2.38%	18.37%
2nd Grade	12.50%	16.67%
3rd Grade	5.26%	9.09%

4th Grade	2.44%	21.95%
5th Grade	8.93%	9.80%
6th Grade	3.77%	14.63%

iReady Math Diagnostic- African American

17.07% of students early, mid, or above grade level on Winter 2021 diagnostic
41.46% of students one grade level below on Winter 2021 diagnostic
41.46% of students two or more grade levels below on Winter 2021 diagnostic

iReady Math Diagnostic- English Learners

2.5% of students early, mid, or above grade level on Winter 2021 diagnostic
50% of students one grade level below on Winter 2021 diagnostic
47.50% of students two or more grade levels below on Winter 2021 diagnostic

iReady Math Diagnostic- Students with Disabilities

5.06% of students early, mid, or above grade level on Winter 2021 diagnostic
31.65% of students one grade level below on Winter 2021 diagnostic
63.29% of students two or more grade levels below on Winter 2021 diagnostic

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).

1. 3rd through 6th grade use of IAB's was not implemented consistently for all grade levels throughout the year.
2. Teaching Fellows supported grades K-3, and grade 4. Teaching Fellow staffing was not consistent due to absences and resignations so all positions were not able to be used fully.
3. CFA's were administered to students, but due to Chronic Absenteeism rate increase, not all students completed all assessments for both classroom assessments and iReady Diagnostic assessments.
4. Certificated subs for administration or teacher subs for IEP's, SST's, 504 Plan meetings, and teacher planning days were not able to be used due to the substitute shortage and limits on using substitutes.
5. Instructional aide supplemental contracts to tutor students were not able to be used this year.
6. Teacher supplemental contracts for after school activities was not used this year.
7. Home School Liaison retired in February 2022 so the full balance of pay will not be used during the 2021-2022 school year.

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.

Professional learning for IAB's for 3rd-6th grade teachers including an implementation plan for each PLC/AC by quarter.

No longer funding a home school liaison since this becomes a district funded position.

Funding an additional Resource Counseling Assistant for the 2022-2023 school year.

Reviewing current practices with Response to Intervention to make adjustments to meet the instructional needs of students during the 2022-2023 school year.

Review current practices to support English Learners and make adjustments professional learning opportunities, quarterly monitoring, and supports for the 2022-2023 school year

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:

Home School Liaison full time. Preference to Spanish speaking.
Understand position will no longer be site funded.

Maintain and increase services for EL students next year.

Certificated tutor

Teaching fellows (discussed consistency and attendance)

Like student incentives (t shirts, materials, supplies, tech support)

Continue Professional Learning for staff.

2 ELAC:

Provide Interpreting supports for families

Continue with Cultural Week and expand further

Instructional materials and supplies (books, materials, paper, technology) to support students

Provide parent education opportunities

Continue to use Class Dojo and school website for school wide messaging and teacher contact

Small group and individual instruction for EL students

3 Staff:

Add additional site licenses (Brain Pop, Mystery Science, Generation Genius, etc)

Extend Explore Learning (Reflex) math to include fractions practice

Continue to have Teaching Fellows with training and specific expectations

Common Formative Assessments

Certificated Tutor

Math manipulatives, science STEM opportunities, ELA decodable library

Before and after school tutoring

Science Fair, math fairs, reading nights

Action 1

Title: ELA

[Action Details:](#)

Goal 1, Action 1: Vinland Goal:

In ELA, by May 22, 2023, all students will maintain their grade level proficiency status or improve their non grade level proficiency by a minimum of 1 grade level band as measured by site, district, and state assessments.

Tier 1: Teachers and staff will implement quality first grade level standards based instruction, with a baseline 120 minutes in ELA, utilizing district adopted primary resources and supplemental resources. Grade level PLC/ACs will define their Guaranteed and Viable ELA Curriculum(s) quarterly. With ongoing progress monitoring teachers and staff will plan and implement a Response to Intervention (Rti) time to support all students, via enrichment or remediation, to promote understanding and learning at grade level. Baseline 45 minutes of iReady ELA weekly with progress monitoring of lessons completed and minutes of use tracked.

Tier 2: In addition, concurrent to Tier 1, a Tier 2: a universal screener (iReady, etc) will be utilized to determine students needing additional ELA support beyond class instruction and Rti. Use of Student Success Team meetings may be

implemented at this tier for additional supports with academic, social/emotional, health, attendance, other concerns to provide additional support recommendations. The site will utilize the Student Success Team (SST) process. Targets Support Team at this level as well.

Tier 3: Students who have not demonstrated progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios, and possibly occur for a longer duration of time. About 5-10% of students will require this level of intensive support.

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

- 1.. Common Formative Assessment (PK-6th-PLC/AC created/adopted)
2. IABs/FIABs (3rd-6th grade) as a tool to support students with mastery of CCSS as measured by the SBAC
3. ELA District Wide Intervention: ELA iReady (TK-6th-school site),
4. Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level);
5. ELPAC (PK-6th-annual at the state level),
6. Grades (2nd-6th)
7. Effort marks (PK-6th)
8. Attendance
9. Behavior Data (misbehavior/ suspension/ expulsion)

Owner(s):

Teachers: Implementation; progress monitoring
 Administration: provision of supplies as needed, facilitating testing supports and coordination of supports, PL coordination and support.
 Support Staff: support to teachers and admin with progress monitoring, implementation

Timeline:

As determined by staff, targeted committees and administrative conversations (August/September)
 CCI, throughout the year with staff and administrative conversations on timeline for 22-23 year.

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

School wide progress monitoring will include targeted student groups. English Learner, African American, SpEd, foster/homeless, low performing identified subgroups. Supports will be based on data.

Owner(s):

Teachers and administration

Timeline:

CCI, throughout the year with staff and administrative conversations on timeline for 22-23 year.

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information.

Specify enhanced services for EL students:

- Supplemental contracts for staff to provide EL support (before, during and after school tutoring).
- Support during Saturday Academy. before and after school with materials and supplies (paper, pencils, books, etc)
- Designated and Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Quarterly goal setting with next steps for EL students embedded
- Student goal setting with EL student check ins by teacher

Specify enhanced services for low-performing student groups:

- Priority consideration for initiatives
- Additional progress monitoring supports with students (CICO, mentors, etc)
- Mentoring supports- social emotional and academic counseling)

- Parent translation and oral communication in other languages

Action 2

Title: Math & Science

[Action Details:](#)

Goal 1, Action 2 Vinland Goal:

In Mathematics & Science, by May 22, 2023, all students will maintain their grade level proficiency status or improve their non grade level proficiency by a minimum of 1 grade level band as measured by site, district, and state assessment.

Assessments used:

Math: By unit/chapter throughout the year: Common Formative Assessment (PK-6th-PLC/AC created/adopted); IABs/FIABs (3rd-6th grade) as a tool to support student with mastery of CCSS as measured by the SBAC; Math District Wide Intervention: Math iReady (K-6th-school site), Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level); grades (2nd-6th) & effort (PK-2nd).

Science: By unit/chapter throughout the year: Common Formative Assessment PK-6th-PLC/AC created/adopted. Science may alternate in cycle with Social Science.

Tier 1:

Math: Teachers and staff will implement quality first grade level standards based instruction with a baseline 90 minutes of Math, utilizing district adopted primary resources and supplemental resources. Grade level PLC/ACs will define their Guaranteed and Viable Math Curriculum(s) quarterly. With ongoing progress monitoring teachers and staff will plan and implement a Response to Intervention (RtI) time to support all students, via enrichment or remediation, to promote understanding and learning at grade level. Baseline 45 minutes of iReady Math weekly with progress monitoring of lessons completed and minutes of use tracked.

Science: In semester cycles, teachers will implement grade level science instruction utilizing supplemental materials. Grade level PLC/ACs will define their Guaranteed and Viable Science Curriculum(s) utilizing the NGSS in planning. Use of district resources available from the Science department and supplemental resources.

Tier 2:

Math: In addition/ concurrent to Tier 1, a Tier 2: a universal screener (iReady, etc) will be utilized to determine students needing additional Math support beyond class instruction and RtI. Use of Student Success Team meetings may be implemented at this tier for additional supports with academic, social/emotional, health, attendance, other concerns to provide additional support recommendations. The site will utilize the Student Success Team (SST) process. Targets Support Team at this level as well.

Science: Teachers may assign additional science lessons to students as needed based on CFA data and teacher informal observation.

Tier 3:

Math and Science:

Tier 3: Students who have not demonstrated progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios, and possibly occur for a longer duration of time. About 5-10% of students will require this level of intensive support.

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

- 1.. Common Formative Assessment (PK-6th-PLC/AC created/adopted)
2. IABs/FIABs (3rd-6th grade) as a tool to support students with mastery of CCSS as measured by the SBAC
3. Math District Wide Intervention: ELA iReady (TK-6th-school site),
4. Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level);
5. ELPAC (PK-6th-annual at the state level),
6. Grades (2nd-6th)
7. Effort marks (PK-6th)
8. Attendance
9. Behavior Data (misbehavior/ suspension/ expulsion)

Owner(s):

Teachers: Implementation; progress monitoring
Administration: provision of supplies as needed, facilitating testing supports and coordination of supports, PL coordination and support.
Support Staff: support to teachers and admin with progress monitoring, implementation

Timeline:

As determined by staff, targeted committees and administrative conversations (August/September)
CCI, throughout the year with staff and administrative conversations on timeline for 22-23 year.

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

School wide progress monitoring will include all students and targeted student groups. English Learner, African American, SpEd, foster/homeless, low performing identified subgroups. Supports will be based on data.

Owner(s):

Teachers and administration

Timeline:

CCI, throughout the year with staff and administrative conversations on timeline for 22-23 year.

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information..

Specify enhanced services for EL students:

- Supplemental contracts for staff to provide EL tutoring before and after school with materials and supplies (paper, pencils, books, etc)
- Designated and Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Quarterly goal setting with next steps for EL students embedded
- Student goal setting with EL student check ins by teacher
- **Parent translation and oral communication in Spanish**

Specify enhanced services for low-performing student groups:

- Targeted subgroups
African American
- Priority tutoring services for sub groups.
 - Enhanced services and identifying target student groups **in progress monitoring**

Action 3

Title: EL/RFEP Status Students

Action Details:

Goal:

By May 1, 2023 students with EL and RFEP status will maintain their grade level proficiency status or improve their level of proficiency by a minimum of 1 grade level band as measured by site, district, and state assessment.

EL students: Progress monitoring to redesignation

RFEP students: Progress monitoring quarterly for 4 years after redesignation

Assessments used: By unit/chapter throughout the year: Common Formative Assessment (PK-6th-PLC/AC created/adopted); ELA & Math District Wide Intervention: ELA & Math iReady (K-6th-school site), Annual Progress Monitoring: SBAC (3rd-6th-annual at the state level); ELPAC (PK-6th-annual at the state level). IAB/FIABs (3rd-6th grade); grades (2nd-6th) and effort (PK-2nd).

Tier 1: Teachers and support staff will implement high quality standards based instruction that integrates ELD standards utilizing district adopted primary resources in all content areas. Grade level PLC/ACs will define their Guaranteed and Viable ELA & Math Curriculum(s) assessment calendar. Based on student progress in grade level curriculum, teachers and support staff will plan and implement targeted instruction for students with the status of EL and RFEP.

Tier 2: (In addition/ concurrent to Tier 1) we will implement Tier 2: Vinland will implement quarterly goal setting student chats/ student meetings with individual EL & RFEP students who will be assigned to a teacher, administrator, or the Home School Liaison to monitor their progress. Teachers will plan and implement designated and integrated ELD instruction.

Tier 3: Students identified in the status of Long Term English Learners (LTEL) will be provided opportunities for EL support through supplemental resources such as Rosetta Stone, EL Imagine Learning, etc.

Current reality:

Redesignation rate

- 2020-2021- 1.6%
- 2019-2020- 9.2%
- 2018-2019- 23.2%

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

Identify performance levels of individual students of English Learner (EL) and RFEP status quarterly.

Provide data to identify levels of all students identified as EL or 4 years of RFEP. Use this data to strategically plan for students with a status of EL during integrated and designated ELD. Provide additional supports for students with an RFEP status.

Share with students their current status in EL. For students of EL and RFEP status share their current student achievement criteria and their progress. Conduct student goal setting meetings quarterly.

Owner(s):

- Individual Teachers
- Principal
- Vice Principal
- HSL/RCA

Timeline:

Quarterly

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

A baseline of 45 minutes of designated EL daily Tier 1 instructional support with teacher.

Data: School wide adopted progress monitoring tool to determine and support the progress of students of EL status

Owner(s):

Teachers

Timeline:

Weekly

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

4 years of progress monitoring and targeted support for students with a RFEP status.

Targeted instructional support for students of RFEP status

Owner(s):

Teachers

Timeline:

Quarterly

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

Students identified in the status of Long Term English Learners (LTEL) will be provided opportunities for EL support through supplemental resources such as Rosetta Stone, EL Imagine Learning, etc.

Owner(s):

Teachers
Paraprofessionals

Timeline:

Weekly

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

Prior to ELPAC, having students in EL status taking boot camp trainings throughout the year.

Purchasing practice materials for the boot camp (funding).

Owner(s):

Teachers - interested teachers can facilitate the boot camp

Administration - facilitation of boot camps

Timeline:

Quarterly

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information.

Specify enhanced services for EL students:

- Supplemental contracts for staff to provide EL tutoring before and after school with materials and supplies (paper, pencils, books, etc)
- Designated and Integrated EL support and EL progress monitoring by teachers
- ELPAC annual monitoring of student progress
- Quarterly goal setting with next steps for EL students embedded
- Student goal setting with EL student check ins by teacher
- Students in 2 years or less of RFEP status will have targeted goal setting meetings and celebration of their achievements
- **Parent translation and oral communication in Spanish**

Specify enhanced services for low-performing student groups:

- Students identified in the status of Long Term English Learners (LTEL) will be provided opportunities for EL support through supplemental resources such as Rosetta Stone, EL Imagine Learning, etc
- Goal setting meetings

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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-Supp			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math, and/or Science. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	1,980.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruction Aide supplemental contracts to tutor students in ELA, 3 Math and Science. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL./RFEP	655.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract classified to provide tutoring and school support after or before their duty time commitments in content areas.	655.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student and Support Staff - Purchasing additional, workbooks , books, audio books, digital subscriptions, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Also supports G1A2 and G1A3, G4A1 GE and SpEd	354.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Unit 3010- Object 4300: Materials and Supplies- Materials and supplies to support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, projector bulbs. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,920.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Sub-agreements - Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math in classrooms and in the certificated tutor room. Split funded between unit 7090 and 3010.	25,396.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2250	Split funded 3 hour Tutor, Certificated. from budget Units 7090 and 7091, REPORTS TO: Principal. Math/Reading, Elementary Education. MINIMUM QUALIFICATIONS:	20,680.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Regu		0.2250	California credential appropriate to the grade or subject area KNOWLEDGE AND ABILITIES: Ability to organize and manage instruction under the direction of the Resource Teachers assigned to Math and Reading. DUTIES AND RESPONSIBILITIES: Tutoring identified Title I students individually or in small groups ACCOUNTABILITY: Person to whom responsible: On-site Principal, Evaluator: On-site Principal. Assist with testing of students in school district, and state testing. Supports G1A1; G1A2, G1A3.	20,680.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Under the direction of an assigned supervisor or designee, assist in providing instruction to a diverse range of individuals or small groups of students. Prepare instructional materials and perform a variety of clerical duties as assigned to meet the needs of assigned students and staff. REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.) Tutor individuals or small groups of students; reinforce instruction as directed by the teacher to assist students to excel in reading, writing and math and SE development; assist in implementing District instructional goals and activities. Prepare materials for classroom use in a reasonable, timely manner to meet the needs of students and staff; accurately correct and record tests and record results on student profiles and other records of students. Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior. Assist in supervising students in the classroom, school campus and field trips to provide a safe, clean and orderly learning and working environment. Perform in a reasonable, timely manner a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files. Provide support to teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment and	10,608.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Ins Aide-Reg		0.3750	distributing and collecting papers and supplies. Ensure the health and safety of students by following current health and safety policies and procedures; assist students regarding the building of self-esteem and development of a value system to stay in school on target to graduate; assist students by providing proper examples, emotional support, friendly attitude and general guidance. Actively participate in meetings and in-service training programs. Direct group activities with students as assigned. Perform related duties as assigned. 3 hours	10,608.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Unit 7090 Materials and Supplies. To support virtual and physical instruction (markers/pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to purchase orders to GW, Office Depot, Positive Promotions, and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore, Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	488.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Unit 7090- Object 4400: Non Capitalized.	2,089.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Nc-Equipment			Equipment: New Purchase/ Repair/ Updates: computers/tablets, computer/ tablet carts, computer/tablet bags, computer/ tablet cords, Prometheon boards, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community.	2,089.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Sub-agreements - Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math in classrooms and in the certificated tutor room. Split funded between unit 7090 and 3010.	34,258.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	5,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). G1A1, G1A2, G1A3, G2A1, G3A1, G4A1	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500	Split funded 3 hour Tutor, Certificated. from budget Units 7090 and 7091, REPORTS TO: Principal. Math/Reading, Elementary Education. MINIMUM QUALIFICATIONS: California credential appropriate to the grade or subject area KNOWLEDGE AND ABILITIES: Ability to organize and manage instruction under the direction of the Resource Teachers assigned to Math and Reading. DUTIES AND RESPONSIBILITIES: Tutoring identified Title I students individually or in small groups ACCOUNTABILITY: Person to whom	13,786.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Regu		0.1500	responsible: On-site Principal, Evaluator: On-site Principal. Assist with testing of students in school district, and state testing. Supports G1A1; G1A2, G1A3.	13,786.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Instruction - Non Capitalized Equipment-New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/ tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), prometheon boards, cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1:ELA, G1A2: Math/ Science, G3A1: Student Engagement in School and Community,	255.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental - Personnel - Instruction - Supplemental contracts for tutoring, planning, or other areas to support learning loss. Intervention support. SE support. Professional learning support. Also supports G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. G4A1	9,414.00
G1A1	One-time School	Instruction	Bks & Ref			: Student and Support Staff - Purchasing supplemental and additional, workbooks , books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Supplies for visual and performing arts instruction or activities, or for music instruction. Supports/ procedures to administer high quality assessments, track/analyze student academics. Also supports G1A2 and G1A3, G3A1, G4A1 GE and SpEd	25,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Unit 7099- Object 4400: Non Capitalized. Equipment: New Purchase/ Repair/ Updates: computers/tablets, computer/ tablet carts, computer/tablet bags, computer/ tablet cords, Prometheon boards, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and	13,151.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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-Supp			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math, and/or Science. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	1,980.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruction Aide supplemental contracts to tutor students in ELA, 3 Math and Science. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL./RFEP	655.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract classified to provide tutoring and school support after or before their duty time commitments in content areas.	655.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student and Support Staff - Purchasing additional, workbooks , books, audio books, digital subscriptions, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Also supports G1A2 and G1A3, G4A1 GE and SpEd	354.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Unit 3010- Object 4300: Materials and Supplies- Materials and supplies to support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, projector bulbs. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,920.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Sub-agreements - Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math in classrooms and in the certificated tutor room. Split funded between unit 7090 and 3010.	25,396.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2250	Split funded 3 hour Tutor, Certificated. from budget Units 7090 and 7091, REPORTS TO: Principal. Math/Reading, Elementary Education. MINIMUM QUALIFICATIONS:	20,680.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Regu		0.2250	California credential appropriate to the grade or subject area KNOWLEDGE AND ABILITIES: Ability to organize and manage instruction under the direction of the Resource Teachers assigned to Math and Reading. DUTIES AND RESPONSIBILITIES: Tutoring identified Title I students individually or in small groups ACCOUNTABILITY: Person to whom responsible: On-site Principal, Evaluator: On-site Principal. Assist with testing of students in school district, and state testing. Supports G1A1; G1A2, G1A3.	20,680.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Under the direction of an assigned supervisor or designee, assist in providing instruction to a diverse range of individuals or small groups of students. Prepare instructional materials and perform a variety of clerical duties as assigned to meet the needs of assigned students and staff. REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.) Tutor individuals or small groups of students; reinforce instruction as directed by the teacher to assist students to excel in reading, writing and math and SE development; assist in implementing District instructional goals and activities. Prepare materials for classroom use in a reasonable, timely manner to meet the needs of students and staff; accurately correct and record tests and record results on student profiles and other records of students. Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior. Assist in supervising students in the classroom, school campus and field trips to provide a safe, clean and orderly learning and working environment. Perform in a reasonable, timely manner a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files. Provide support to teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment and	10,608.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Ins Aide-Reg		0.3750	distributing and collecting papers and supplies. Ensure the health and safety of students by following current health and safety policies and procedures; assist students regarding the building of self-esteem and development of a value system to stay in school on target to graduate; assist students by providing proper examples, emotional support, friendly attitude and general guidance. Actively participate in meetings and in-service training programs. Direct group activities with students as assigned. Perform related duties as assigned. 3 hours	10,608.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Unit 7090 Materials and Supplies. To support virtual and physical instruction (markers/pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to purchase orders to GW, Office Depot, Positive Promotions, and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore, Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	488.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Unit 7090- Object 4400: Non Capitalized.	2,089.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Nc-Equipment			Equipment: New Purchase/ Repair/ Updates: computers/tablets, computer/ tablet carts, computer/tablet bags, computer/ tablet cords, Prometheon boards, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community.	2,089.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Sub-agreements - Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math in classrooms and in the certificated tutor room. Split funded between unit 7090 and 3010.	34,258.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	5,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). G1A1, G1A2, G1A3, G2A1, G3A1, G4A1	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500	Split funded 3 hour Tutor, Certificated. from budget Units 7090 and 7091, REPORTS TO: Principal. Math/Reading, Elementary Education. MINIMUM QUALIFICATIONS: California credential appropriate to the grade or subject area KNOWLEDGE AND ABILITIES: Ability to organize and manage instruction under the direction of the Resource Teachers assigned to Math and Reading. DUTIES AND RESPONSIBILITIES: Tutoring identified Title I students individually or in small groups ACCOUNTABILITY: Person to whom	13,786.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Regu		0.1500	responsible: On-site Principal, Evaluator: On-site Principal. Assist with testing of students in school district, and state testing. Supports G1A1; G1A2, G1A3.	13,786.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Instruction - Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/ tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), prometheon boards, cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1:ELA, G1A2: Math/ Science, G3A1: Student Engagement in School and Community,	255.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental - Personnel - Instruction - Supplemental contracts for tutoring, planning, or other areas to support learning loss. Intervention support. SE support. Professional learning support. Also supports G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. G4A1	9,414.00
G1A1	One-time School	Instruction	Bks & Ref			: Student and Support Staff - Purchasing supplemental and additional, workbooks , books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Supplies for visual and performing arts instruction or activities, or for music instruction. Supports/ procedures to administer high quality assessments, track/analyze student academics. Also supports G1A2 and G1A3, G3A1, G4A1 GE and SpEd	25,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Unit 7099- Object 4400: Non Capitalized. Equipment: New Purchase/ Repair/ Updates: computers/tablets, computer/ tablet carts, computer/tablet bags, computer/ tablet cords, Prometheon boards, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and	13,151.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Nc-Equipment			cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Prometheon boards and electronic white boards. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community.	13,151.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/tablet bags, prometheon boards, flatscreens, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document. webcams, cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair, cables. Also Supports G1A1: ELA, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	2,250.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental - Personnel - Instruction - Supplemental contract to plan lessons, complete grading, or meet with parents. Support alternate classrooms for certificated and classified personnel that are on leave (maternity/paternity, duty modification, transfer) Supplemental for teachers to have afterschool clubs for academic and/or social or emotional clubs. Also supports G1A1: ELA, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	619.00
G1A2		Instruction	Plc & Prof				

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State/Federal Dept 0470 Vinland Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Bks & Ref			Student and Support Staff - Purchasing additional, workbooks , books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Also supports G1A2 and G1A3, G4A1 GE and SpEd	250.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	250.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Instruction - ELPAC Assessors for EL Students.	866.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies- EL material and supplies for student incentives, purchase orders for medals, certificates, food, study trips. Also Initiatives - Actions to improve school climate and culture, attendance, and social/ emotional needs of EL students. Supports G1A1:ELA, G1A2: Math/ Science	250.00

\$170,674.00

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	✓		86.06 %	2021-2022	87.16 %

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.

College and Career Readiness experiences College and Career office pays for each grade levels experiences in the areas of STEM education, Career Readiness Tours, and Community College Tours.

All students had opportunities to participate in Goal 2 trips during the 2021-2022 school year.

Student Leadership club began during the 2021-2022 school year as a before school club opportunity.

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

Athletics opportunities were limited for elementary sports for all fall and winter sports due to pandemic restrictions. Students participated in intermural leagues during lunch time.

Students were not able to experience guest readers and community experiences and speakers due to pandemic visitor restrictions to schools. Students were able to participate in virtual art docent opportunities. Students in grade 3 were able to participate in Bricks 4 Kids.

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).

Guest speakers and visitors were not able to be used due to pandemic visitor restrictions.

Athletics were limited to intermural leagues only due to elementary sports restrictions.

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.

Begin Student Leadership at the start of the school year.

Professional Learning for Second Step and Class Meetings/Morning Meetings to reintroduce digital options for Social Emotional Learning curriculum.

Elementary Athletics for the entire year.

Contracts for before, during, and after school clubs.

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:	2 ELAC:	3 Staff:
<p>Home School Liaison full time. Preference to Spanish speaking. Understand position will no longer be site funded.</p> <p>Maintain and increase services for EL students next year.</p> <p>Certificated tutor</p> <p>Teaching fellows (discussed consistency and attendance)</p> <p>Like student incentives (t shirts, materials, supplies, tech support)</p> <p>Continue Professional Learning for staff.</p>	<p>Provide Interpreting supports for families</p> <p>Continue with Cultural Week and expand further</p> <p>Instructional materials and supplies (books, materials, paper, technology) to support students</p> <p>Provide parent education opportunities</p> <p>Continue to use Class Dojo and school website for school wide messaging and teacher contact</p> <p>Small group and individual instruction for EL students</p> <p>Provide dress up days and school spirit days to unite school community</p>	<p>Add additional site licenses (Brain Pop, MysteryScience, Generation Genius, etc)</p> <p>Extend Explore Learning (Reflex) math to include fractions practice</p> <p>Continue to have Teaching Fellows with training and specific expectations</p> <p>Before and after school tutoring</p> <p>College and career readiness opportunities</p> <p>STEM</p> <p>Clubs: coding, STEM, robotics</p> <p>Add more virtual and in person field trip opportunities</p> <p>Guest Speakers, performers, career days</p>

Action 1

Title: Student Centered/ Real World Learning

Action Details:

By June 2023, Vinland Elementary will maintain student participation in student centered experiences and real world learning experiences.

Student centered experiences:

Academic: All students will **goal set** and have an opportunity to monitor their academic progress for student success quarterly. May also include social and emotional goal setting.(Reason A)

Social and Emotional: Baseline clarity of site systems and structures. Students will participate in **morning meetings/class meetings and Second Step** for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code. digital citizenship. (Reason B)

Real world learning experiences:

Academic: All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have an opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.(Reason C)

Social and Emotional: Certificated and classified opportunity to facilitate and lead before, during and after school clubs for students. School wide student leadership and class representatives to encourage student voice in site decision making. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.(Reason D)

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

(Reason C)

Academic: All students will have an opportunity to participate in student centered and real world learning experiences (on site, off site, virtually). Students will have opportunity to participate in arts, activities, and athletics as monitored by ATLAS engagements, sign in sheets, and community involvement counts.

Monitor student involvement:

- GOAL 2 – ATLAS Engagement data online

Monitor student/ staff/ parent involvement

- Responses on School Climate Surveys for students/ staff/ parents

Monitor parent/ student involvement opportunities:

- Parent/student attendance (documented through sign-in sheets) throughout the school year:
 - Back to School Night
 - Open House
 - Parent Conferences
 - ELAC/SSC attendance/agendas/minutes
 - Parent Coffee
 - Parent University Courses
 - Family Engagement Events
 - Student Performances/ Student Events
 - Awards Assemblies
 - Student and parent events/activities
 - Virtual event sign ins
 - Study Trips
 - School student clubs

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

(Reason C): Goal 2 data - athletics, arts, activities will be entered in the ATLAS Engagement link and shared with staff quarterly.

Owner(s):

- Teachers- planning and/or participating in student centered and real world learning experiences
- Administration- progress monitoring of ATLAS, sign ins, documents of verification of events
- HSL- sign ins/ documentation
- Office Manager- transportation

Timeline:

- Ongoing beginning first day of school and continues through June 2022.
- Quarterly review of student engagement data

Owner(s):

- Co-Admin (Vice Principal)
- Teacher Support Personnel leading Goal 2 Engagements

Timeline:

Quarterly

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

- Goal 2 Engagements on ATLAS, sign in sheets, rosters, Attendance counts for school event participation in clubs and activities
 - Awards Assemblies (Quarterly)
 - Character Counts
 - WOW Awards
 - Caught Being Good
 - Golden Tickets
 - Red Ribbon Week
 - Book Fair
 - Student of the Month (SOM) Awards and recognition
 - School arts/athletics and activities
 - Pastries with Parents
 - Science/ Math/Reading Nights
 - Bingo Nights
 - Winter and Spring Programs
 - Career Day 4th-6th grade
 - Study trips
 - Sports and athletics
 - Art (Music/Dance/Drama)
 - Talent Show
 - After school clubs (Coding, Girl Power)
 - Mentoring/Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
 - Vinland Clubs
 - Student before and afterschool activities

Sign in sheets for Back to School Nights, Open House, Parent Conferences, will be turned in to administration for data collection. ELAC, SSC, and Parent Coffee meeting agendas/sign in sheets/ and minutes will be collected by the HSL and archived on site and digitally. All site based events (awards ceremonies, student performances, and events) will have informal data to determine attendance)

Owner(s):

- Teachers
- Paraprofessionals
- Librarian
- Classified Staff
- Mentors
- Administrators

Timeline:

- Weekly
- Monthly
- Quarterly

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

(Reason B): Supplemental contracts for arts/activities and athletics

Owner(s):

Individual Teachers
 Classified
 Administration: Create contracts and monitor attendance and participation

Timeline:

Monthly

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

(Reason A): School wide academic **student goal setting**. May also include social and emotional goal setting.

Owner(s):

Teachers
 Support Staff (RCA/HSL with targeted groups)
 Administrators (with targeted groups)

Timeline:

Quarterly

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

(Reason B): Social and Emotional: Baseline clarity of site systems and structures. Students will participate in **morning meetings/class meetings and Second Step** for social awareness and emotional learning opportunities throughout the year. Students will have quarterly presentations of site expectations: school wide rules, Guidelines for Success (GFS), student handbook, dress code, digital citizenship

Data: ATLAS Portfolio Entries; TST Minutes/Agenda

All PK-6th grade students will learn and review digital citizenship, as evidenced by the Acceptable Use Policy and school wide focus on developing digitally literate citizens.

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

(Reason D): Social and Emotional: Certificated, classified and administrative opportunity to facilitate and lead before, during and after school clubs for students and targeted groups.

1. School wide student leadership and class representatives to encourage student voice in site decision making.
2. Students will be exposed to mentors, guest speakers, readers, and influential community job occupations and community members.
3. 4th-6th grade will have opportunities to learn about middle school and high school opportunities in alignment to magnet/choice schools.
4. Student clubs: School Leadership, Music, YMOC, Girl Power, BSU. Coding, Science, Vinland Clubs, etc

Owner(s):

Teachers: Morning meetings/ class meetings

Climate Culture Team, Staff, Admin: School Wide Rules; GFS, student handbook, dress code, digital citizenship

SSC: Review of Dress Code Annually

Owner(s):

Certificated

Classified

Administrative

Timeline:

Weekly: morning meetings and class meetings

Minimum Quarterly: Review of School Wide Rules; GFS, student handbook, dress code, digital citizenship

Timeline:

Monthly

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

Goal: Teaching 100% of students about character traits with the school wide character trait monthly focus.

Minimum of 80% of individual classroom students will have positive behavior goals and monitor their proficiency in the character traits.

Data:

- Individual **class schedules** reflecting the time and day of the weekly Class Meetings/Morning Meetings/ Second Step Meetings
- **Informal class visits and feedback** on Class Meetings/Morning Meetings/ Second Step Meetings with a monitoring tool (Climate and Culture Team)
- **Effort** grades on progress reports and report cards
- ATLAS entries

Owner(s):

Individual teachers: Facilitating Class Meetings/Morning Meetings/ Second Step Lessons weekly. Discussing the character trait with class. Establishing how the students who exhibit the character trait will receive appropriate monthly recognition. Linking and aligning Second Step lessons to support appropriate needs of class in demonstrating competency in the character trait.

Administration: Creating and posting the Monthly parent newsletter/virtual media recognition of students who are recognized. School messengers to promote the monthly trait. Morning announcement.

Supporting Staff RCA/HSL: Support staff to coordinate and set up the Students of the Month venue/location and provide materials to teachers for the student of the month. Photographs taken monthly will be in a location supervised by the supporting staff. Supporting staff will have a school wide recognition medium of students (virtual/physical).

Student Council: Facilitate a portion of the morning announcement weekly. Share the character trait focus and highlight/ recognize students.

Timeline:

Individual Teachers:

Weekly: class/morning/second step meetings;
Monthly: recognition of student(s)/character trait (Students of the Month)

Administration:

Weekly: School messenger

Monthly: Virtual/social media recognition awards, events; facilitate Student of the Month event

Support Staff:

Monthly: Coordinate Students of the Month event; supervise students for Students of the Month pictures; provide teachers with materials for Students of the Month; share Students of the Month and character trait information virtually/ physically.

Student Council every Friday: Create the Monday Morning Message and any weekly messages that include the character trait monthly focus.

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information.

Specify enhanced services for EL students:

- EL communication in home language.

Specify enhanced services for low-performing student groups:

- Variety of school events that are free/reduced cost
- Uniforms for sports provided by school
- Materials and supplies for participation provided by school (Awards, Certificates, incentives, sport uniforms, club materials and supplies)

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	✓		63.8 %	2021-2022	63.2 %
Suspension Rate - Semester 1	✓		7.23 %	2021-2022	6.9 %

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
 Severely chronic absenteeism rate is 29.00% for the 2021-2022 school year. Chronic absenteeism rate is 31.7% for the 2021-2022 school year.
 The chronic and severely chronic absenteeism rate for the 2020-2021 school year was 26.8% Overall Vinland had an increase in absenteeism.

Qualitative:
 Awards assemblies, phone calls home from teachers, teacher incentives, school wide incentives, student of the month, CWAS- Tier II and RCA supporting families with chronic and severely chronic attendance through home visits, small group/one on one interventions, and student check ins. Student Survey: 87% of students stated that feel like they belong at school.

Chronic Absenteeism (African American)
 Chronic Absenteeism: 76.2% of students that are African American are either at the chronic or severely chronic attendance rate.

Tier 2 Supports:
 Targeted Support Team referrals increased and counseling services and tier 2 support services were offered to support students based on need. Students received support from RCA and CWAS Tier 2 with small group and one on one check ins to support with attendance and engagement. HSL, RCA, and CWAS- Tier 2 made phone calls to parents to support with attendance. Home visits were conducted to support with attendance. Referral process continued for counseling through Family Foundations and All 4 Youth as well as Tier 2 referrals for support with our Tier 2 CWAS and RCA. Hawks Nest used for social emotional

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 and severely chronic absenteeism rate is 60.7% for the 2021-2022 school year. The chronic absenteeism rate for both chronic and severely chronic for 2020-2021 was 26.8%. The chronic absenteeism rate for both chronic and severely chronic for 2019-2020 was 23.24%.

Chronic Absenteeism (African American)
 Chronic Absenteeism: 76.2% of students that are African American are either at the chronic or severely chronic attendance rate.

Key factors that contributed to the disproportionality:
 Attendance rate- increase in Chronic Absenteeism rate from 25.62% in the 2020-21 school year to 25.5% in the 2019-2020 school year.
 Attendance rate-students not staying for all class sessions daily.

Suspensions (students with 1 or more)- African American
 The suspension rate is 26.83% during the 2021-2022 school year with 11 out of 41 suspensions.

Suspensions (students with 1 or more)- English Learners
 The suspension rate is 9.76% during the 2021-2022 school year with 4 out 41 suspensions.

Suspensions (students with 1 or more)- Students with Disabilities
 The suspension rate is 29% during the 2021-2022 school year with 12 out of 41 suspensions as of 4-1-22.

supports in small groups or one on one. Referral process created for needed daily checks for students through RCA

Suspensions (students with 1 or more):

41 suspensions as of 4-1-22 during the 2021-2022 school year

	2021-2022	2020-2021	2019-2020
Quarter 1:	3	0	17
Quarter 2:	18	1	37
Quarter 3:	12	0	47

Suspensions (students with 1 or more)- African American

The suspension rate is 26.83% during the 2021-2022 school year with 11 out of 41 suspensions.

Suspensions (students with 1 or more)- English Learners

The suspension rate is 9.76% during the 2021-2022 school year with 4 out of 41 suspensions.

Suspensions (students with 1 or more)- Students with Disabilities

The suspension rate is 29% during the 2021-2022 school year with 12 out of 41 suspensions as of 4-1-22.

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).

Unable to implement during or after school events including family events due to pandemic restrictions.

Awards ceremonies were virtual for quarter 1 and in person without parent involvement for quarter 2 and 3 due to visitor restrictions.

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.

Continue to implement staff connection activities monthly in order for all staff to connect with each other in various ways.

Professional Learning for morning meetings and Second Step as well as Cultural Proficiency training for all staff.

RCA, HSL, and Tier 2 CWAS to continue to support students attendance and SEL needs through Targeted Support Team referrals and interventions.

Monthly Attendance Incentive in addition to current school wide pink ticket incentive.

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.

<p>1 SSC:</p> <p>Home School Liaison full time. Preference to Spanish speaking. Understand position will no longer be site funded.</p> <p>Maintain and increase services for EL students next year.</p> <p>Certificated tutor</p> <p>Teaching fellows (discussed consistency and attendance)</p> <p>Like student incentives (t shirts, materials, supplies, tech support)</p> <p>Continue Professional Learning for staff.</p>	<p>2 ELAC:</p> <p>Provide Interpreting supports for families</p> <p>Continue with Cultural Week and expand further</p> <p>Instructional materials and supplies (books, materials, paper, technology) to support students</p> <p>Provide parent education opportunities</p> <p>Continue to use Class Dojo and school website for school wide messaging and teacher contact</p> <p>Small group and individual instruction for EL students</p> <p>Provide dress up days and school spirit days to unite school community</p>	<p>3 Staff:</p> <p>Add additional site licenses (Brain Pop, Mystery Science, Generation Genius, etc)</p> <p>Extend Explore Learning (Reflex) math to include fractions practice</p> <p>Continue to have Teaching Fellows with training and specific expectations</p> <p>Before and after school tutoring</p> <p>Add more virtual and in person field trip opportunities</p> <p>Clubs: coding, STEM, robotics, gardening</p> <p>Additional parent accountability and support</p> <p>Continue student leadership</p> <p>School rallies</p>
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Action 1

Title: Student Engagement in School and Community

Action Details:

Action A: By June 2023 Vinland will maintain and increase the **Culture of Learning** (Tenet 1) and **Student Ownership** (Tenet 2) in virtual and physical classrooms to at least 80% as measured by site planning tools (Instructional Practice Guide, school wide focus), annual district surveys (parent/staff/student), Power BI, ATLAS entries, and grades.

Action B: By June 2023 Vinland will maintain and increase the **Sense of Belonging** on campus by students, staff, and parents, to 70% by

- increasing to a minimum 70% positive caring relationships between staff to student, student to student, student to staff, parent to staff, and staff to parent through Class/Morning meetings, Second Step, staff/student/parent connections a minimum of 1 time per week. All classrooms will participate in Class or Morning Meetings and Second Step lessons at least 1 time per week and have the meetings posted on classroom daily schedules.
- increasing clarity of school wide systems and structures about the benefits of low absenteeism, truancy, and suspension in partnership with individual teachers, CCT, TST as evidenced in teachers classrooms and communication to parents, school website, school wide social media, and campus.
- increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities.
- increase social awareness with school wide events (alternate recess, lunch time sports, during/after school events, family events, staff events, school spirit).

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

Maintain and increase **Culture of Learning (Tenet 1) and Student Ownership (Tenet 3)** to evidence 80% to 100% positive observation in virtual and physical classrooms.

Data: Teacher planning and feedback via the Instructional Practice Guide (IPG), grades, teacher planning, TST agendas, Power BI/ ATLAS entries, student surveys, admin and staff class walkthroughs.

Annual Surveys

- parent
- staff
- student

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

Goal: Implement school wide Behavioral Systems for Tier 1, 2, and 3 to increase clarity of expectations and provide systematic social and emotional supports (including attendance/ truancy/ suspension/ and social/emotional

Data:

- **Individual teachers:** Class schedules and school/class rules posted. Grade level plans, teacher referrals and recommendations
- **Targeted Support Team (Tier 2 intervention specialist, RCA, psychologist, RSP teacher, counselor, admin)** monitoring by agendas, minutes, data collection. Team will review students recommended for supports and progress monitor students who received supports
- **Effort grades and grades**
- **ATLAS and Power BI data**

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

Goal:

System for providing counseling supports (SPSA: Family Foundations, Resource Counseling Assistant) + Psychologist and Child Welfare and Attendance Specialist(not site funded) shared with staff and utilized in a systematic procedure through a Universal Screener.

Data:

TST agendas
ATLAS Data
Power BI data

Owner(s):

- Individual Teachers
- staff working directly with students in classrooms settings
- Instructional Leadership Team & Climate and Culture Team, Targeted Support Team
- Students - Self monitoring
- Administrators- Class visit monitoring and feedback, committee discussion.

Owner(s):

- **Individual teachers** will implement and communicate class structures and systems to students, parents/guardians, applicable support staff, and administration. Teachers will instruct students in appropriate behaviors academically, socially, and emotionally.
- **Targeted Support Team-** meeting minimum monthly to analyze attendance using a Universal screener.
- **Climate and Culture Team:** Posting School wide behavior expectations in common areas; organizing the professional learning for staff with district support as needed; visiting classrooms and common areas for observation/ reflection/ next steps
- Administrators

Owner(s):

- Counselors: To communicate and collaborate with teachers, as applicable.
- Administrators

Timeline:

- Individual Teachers and staff working with students: Daily
- CCT, ILT, TST: Monthly
- Students: Self monitoring, daily
- Admin: Daily

Timeline:

Teachers: Daily
TST (minimum monthly)
CCT - monthly
Administration: Daily

Timeline:

Monthly

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

Increasing Positive Student Relationships

- Implement classroom structures/ schedules/expectation/ agreements: (class schedule, appropriate physical setting, teacher attention signals, beginning and ending routines, procedures for managing student work, and strategies for getting student to be academically engaged during independent times.)
- Implement student communication avenues via Class Meetings, Second Step lessons, Morning Meetings

as measured by

- Teacher Verification Form
- Teacher Class Schedules Submitted (quarterly)
- Instructional Practice Guide (IPG) -in planning and observation

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

Goal: Increase attendance to 95% or higher, decrease truancy, absenteeism and suspensions by 10% monthly.

Data:

- Weekly RCA/ CWAS/ HSL reports
- ATLAS data
- Power BI

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

Celebrate students academic achievement & improvement

1. Defined by PLC/ACs and PLC groups on site

Increase impact of positive school culture with academic achievement/improvement awards/recognition in academics/arts/ athletics/activities.

Data:

Goal 2 engagements

Owner(s):

- Teachers
- Support Staff in classrooms
- Administrators

Timeline:

Daily

Owner(s):

Individual Teachers: Take attendance and turn in doctors notes to the front office. Connect with parents in regards to attendance.

RCA & HSL (site funded), office aide, CWAS (not site funded): Team working with administrative support to contact parents to increase attendance. Also to decrease truancy, absenteeism and suspensions.

Targeted Support Team (TST): Monitor student attendance/ truancy/ absenteeism/ suspensions
Administration

Timeline:

Daily

Owner(s):

- Teachers
- NTAs
- Administrators

Timeline:

Quarterly

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

Increase Staff and Community Sense of Belonging through

- Attendance incentives (prizes, recognition, phone calls, etc) to students based on PLC/AC/school criteria. As monitored by ADA rate, suspension/expulsion rate, discipline referral).
- Celebrate PLC/AC and school benchmarks/milestones accomplished
- Character Trait Monthly Focus incentives (certificates, pencils)
- Materials and Supplies for Students of the Month Awards, Luncheon, and Student of the Month recognition (medals, pencils, tables, etc)
- Materials and supplies for student engagement and connectedness (Awards Assemblies (Quarterly), Character Counts, WOW Awards, Caught Being Good, Golden Tickets, Red Ribbon Week, Book Fair, SOM Awards and luncheons, Club Vinland, Pastries with Parents, Science/ Math/ Reading Nights, Bingo Nights, Winter and Spring Programs, Career Day 4th-6th grade, study trips, Sports and athletics, Art (Music/ Dance/ Drama), Talent Show, Clubs (Good News, Young Men of Character, Girl Power, BSU) Mentoring/ Tutoring (Tuesday Tutors, Homework Club, math mentors/tutors, etc.)
- Arts integrated lessons to encourage motivation
- Student Leadership and Class Council (feedback, create signs, assist at school activities and functions)
- Rallies and assemblies to share student videos, communication, and display advertising of school wide Guidelines for Success, rules, behaviors and expectations in common areas and in the classroom
- Club Vinland- school-wide incentive program that promotes attendance and supports students in feeling connected to school
- Movie Night and Dance materials and supplies (decorations, iTunes music, popcorn machine, snow cone machine, ice machine, extra time for CSA, supplemental contracts for certificated and classified staff)

Parents:

- Newsletters
- Home school liaison to communicate with
- Virtual communication
- School messenger
- Parent translation
- Administrative/clerical support (Office House M-F)

Staff:

- Monthly staff events
- Staff recognition
- Staff celebration; PLC/AC celebration

Owner(s):

Staff and Administrative

Timeline:

Monthly

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information.

Specify enhanced services for EL students:

- ELPAC English Learners
- Spanish Translation in Hawks Nest
- Translation services for parents at meetings

Specify enhanced services for low-performing student groups:

Low cost/ free events for students of need

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction. Campus beautification and signage materials (buckets/ trash pickers, trash receptacles for waste materials. Outdoor learning and gathering space furnishings (tents, chairs, tables, bleachers, risers). Health and safety supplies (masks, sanitizer, bottles, cleaning equipment. **No food or incentives**	20,001.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Direct-Maint			: Pouring concrete for C-Train to prevent moisture accumulation in the structure. C Train holds the following: instruments, technology, furniture, school supplies, student engagement equipment and materials. G1A1, G2A1, G4A1, G5A1	5,100.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	56,358.00
G3A1	Sup & Conc	Health Services	Cust Supply			: Custodial equipment for health / safety supplies and to promote cleaning procedures (9 in scrubbing machine, trash receptacles, spray bottles, cleaning equipment for high reach areas on campus, etc.	1,500.00
G3A1	Sup & Conc	Food Services	Direct-Food			: Food and refreshment items and utensils, plates, napkins, serving ware for student related events (Block V, Students of the Month, RIZE, club related events, school related events)	936.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students,	8,051.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1		Attendance & Social Work Services	Cls Sup-Reg		0.1250	home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	8,051.00
G3A1	One-time School	Instruction	Cons Svc/Oth			School Yard Rap : School Connectedness/ Campus Culture. Engagement / extra-curricular opportunities. School Yard Rap (2 shows, curriculum and professional learning) Supports for February: Black History Month; March: Women's Month; May: Asian Pacific Islander Month; June: Pride Month; September 15-October 15: Hispanic-Latinx Heritage Month; November: Native American Month. Supports G1A1, G1A3, G2A1, G3A1, G4A1, G5A1.	15,000.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1, G4A1, G5A1	33,440.00

\$140,386.00

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	✓		67.18 %	2021-2022	68.28 %

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.

Staff Survey- Fall 2021: (Sense of Belonging)
 71% of staff stated that they enjoy being at this school.
 57% of staff stated that they feel valued at this school.

Weekly message to Vinland Families and staff through video messages and School Messenger.

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

Staff Goal - Site Defined
 The Climate and Culture Team focused on staff to staff and staff to student connections during the 2021-2022 school year. Staff connection activities began in the Spring of 2021 and were delayed due to gathering restrictions.

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).

Unable to provide all modules of Cultural Proficiency Training for certificated and classified staff due to optional professional learning time. Unable to partner with guest speakers and vendors for professional learning due to optional professional learning time.

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.

1. Cultural Proficiency Training support for all staff.
2. Opportunities for mentoring and support for new staff.
3. Partnership with departments to support recruitment and training.

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:

Home School Liaison full time. Preference to Spanish speaking. Understand position will no longer be site funded.

Maintain and increase services for EL students next year.

Certificated tutor

Teaching fellows (discussed consistency and attendance)

Like student incentives (t shirts, materials, supplies, tech support)

Continue Professional Learning for staff.

2 ELAC:

Provide Interpreting supports for families

Continue with Cultural Week and expand further

Instructional materials and supplies (books, materials, paper, technology) to support students

Provide parent education opportunities

Continue to use Class Dojo and school website for school wide messaging and teacher contact

Small group and individual instruction for EL students

Provide dress up days and school spirit days to unite school community

3 Staff:

Add additional site licenses (Brain Pop, MysteryScience, Generation Genius, etc)

Extend Explore Learning (Reflex) math to include fractions practice

Continue to have Teaching Fellows with training and specific expectations

Before and after school tutoring

Add more virtual and in person field trip opportunities

site based mentor teachers

New teachers to observe other classrooms

Ongoing training in effective teaching practices

Additional parent accountability and support

Involve teachers in interview process

Action 1

Title: Recruit & Retain diverse staff reflecting community

Action Details:

Tier 1:

Staff Capacity Building: Staff Cultural Proficiency Professional Learning and supports with incorporating current primary resource material resources that reflect student community. Teacher and grade level use of supplemental curriculum through site licenses, books, and/or digital supports in connection to primary resources and GVC. Building teacher and supporting staff capacity on culturally responsive teaching strategies and learning. Partnering with vendors, guest speakers, and district personnel to promote culturally responsive pedagogy. Conferences for staff and admin team to attend in diversity and equity when available based on budget.

Staff Recruitment: Mentor and recruit through the teacher pathways at FUSD High Schools. Build Connections in FUSD Teacher Development to mentor new recruits or identified certificated and classified candidates. Identify parents/guardians, Every Neighborhood Partners and community groups to volunteer or become open positions on site. Mentoring for all staff who are new to Vinland (classified and certificated).

Tier 2: Professional learning and application on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation.

Tier 3: RCA/ CWAS/ meeting with small groups of students to improve social skills. Promoting activities that lead to positive connections to school and staff for students and the community. HSL will work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

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

Tier 1:

Staff Capacity Building: Staff Cultural Proficiency Professional Learning and supports with incorporating current primary resource material resources that reflect student community. Teacher and grade level use of supplemental curriculum through site licenses, books, and/or digital supports in connection to primary resources and GVC. Building teacher and supporting staff capacity on culturally responsive teaching strategies and learning. Partnering with vendors, guest speakers, and district personnel to promote culturally responsive pedagogy. Conferences for staff and admin team to attend in diversity and equity when available based on budget.

Owner(s):

Teachers- Participation and application of Culturally Proficient Pedagogy within classroom

Admin: Securing vendors, guest speakers, conference opportunities

Timeline:

Quarterly

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

Tier 1:

Staff Recruitment: Mentor and recruit through the teacher pathways at FUSD High Schools. Build Connections in FUSD Teacher Development to mentor new recruits or identified certificated and classified candidates. Identify parents/guardians, Every Neighborhood Partners and community groups to volunteer or become open positions on site. Mentoring for all staff who are new to Vinland (classified and certificated).

Owner(s):

Admin: Working collaboratively with site departments

All staff: Looking for and actively recruiting candidates

Timeline:

Monthly

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

Tier 2: Professional learning and application on developing positive behaviors and practices for students and families that lead to school success and a successful path to graduation. Conferences for staff and admin team to attend in diversity and equity when available based on budget.

Owner(s):

Admin: PL organization

Certificated and classified: participation in PL

Timeline:

quarterly

Trainings for classified and certificated to join meeting together (subs for class)

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

Tier 3: RCA/ CWAS/ meeting with small groups of students to improve social skills. Promoting activities that lead to positive connections to school and staff for students and the community. HSL will work with groups of parents to provide parent education related to the specific needs of our at risk students and our school community.

Owner(s):

RCA/CWAS - small group student learning

HSL-parent education and support

Timeline:

Monthly

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

Refer to the Vinland SPSARP 510/520/530 report for detailed information.

Specify Professional Development or Staff Services to support EL students:

EL Boot Camps

EL Data Chats Quarterly

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

Targeted Sub groups

African American: Quarterly goal setting with low performing student groups

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Instruction - Certificated teacher subs in order for teachers to participate during the school day in data chats, parent/community meetings, district events, goal setting meetings, PLC/AC planning days, class visits, class observations, cross school collaboration, collaboration, certificated coaching cycles, planning / observation days, certificated professional learning. Goals addressed G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP Base, G4A1, G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs**	16,273.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Personnel -Classified Support Substitutes - Subs for classified to participate in trainings, conferences, and PL (Includes Roving Sub). Supports G4A1: Recruit & Retain diverse staff reflecting community. Amount includes salary and benefits. Use benefits calculator for accurate amount.	802.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Certificated Supervisor and Admin Sub - Instructional Supervision & Administration - Administrative Academic & Social and Emotional interim admin for logistics/ structures while site administration conduct and participate in meetings during school day, support at Student Engagement events/study trips, collaborate with certificated and classified in all day training, receive trainings, recieve trainings with staff, observe, participate in absenteeism and suspension/expulsion meetings, conduct data chats, conduct 1-on-1 meetings, and have staff meetings/professional learning away from site. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	6,991.00

\$24,066.00

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	✓		87.47 %	2021-2022	88.57 %

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.

Family Survey:
87% of families feel like they are part of their child's school according to the Fall 2021 survey.

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

Key factors that contributed to the disproportionality:
Chronic Absenteeism
Chronic and severely chronic absenteeism rate is 60.7% for the 2021-2022 school year. The chronic absenteeism rate for both chronic and severely chronic for 2020-2021 was 26.8%. The chronic absenteeism rate for both chronic and severely chronic for 2019-2020 was 23.24%.

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).

1. Class Dojo, Vinland Facebook page, and Vinland website used to communicate to the school community in addition to Peach Jar and School Messenger.
2. Parent Coffee chats did not occur due to pandemic restrictions and physical parent education meetings did not take place due to pandemic restrictions.
3. Back to School Night was done virtually during the 2021-2022 school year.

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.

1. Parent education and training opportunities to support parent and student engagement.

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:

Home School Liaison full time. Preference to Spanish speaking. Understand position will no longer be site funded.

Maintain and increase services for EL students next year.

Certificated tutor

Teaching fellows (discussed consistency and attendance)

Like student incentives (t shirts, materials, supplies, tech support)

Continue Professional Learning for staff.

2 ELAC:

Provide Interpreting supports for families

Continue with Cultural Week and expand further

Instructional materials and supplies (books, materials, paper, technology) to support students

Provide parent education opportunities

Continue to use Class Dojo and school website for school wide messaging and teacher contact

Small group and individual instruction for EL students

Provide dress up days and school spirit days to unite school community

3 Staff:

Add additional site licenses (Brain Pop, Mystery Science, Generation Genius, etc)

Extend Explore Learning (Reflex) math to include fractions practice

Continue to have Teaching Fellows with training and specific expectations

Before and after school tutoring

Add more virtual and in person field trip opportunities

Additional parent accountability and support

Involve teachers in interview process

Action 1

Title: Family Engagement in Student Education

[Action Details:](#)

Tier 1: All parents will have the opportunity to connect with the school daily via the Microsoft Forms Feedback link. Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Vinland Class Dojo, School Messenger, Peachjar, Vinland Facebook. throughout the year parents can participate in Back to School Night, SSC, ELAC, Parent Coffee Chats, Open House, student Goal 2 activities in Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will have access to the Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar. All parents will have access interpreters for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

Tier 2: Parents will be notified of student's SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

Tier 3: Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SART meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/ CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

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

Annual Opportunities for parent/ guardian/ family communication Tier 1: Parents/ guardians have the opportunity to connect with teachers and through the office for support staff/admin. Parents/ guardians can request meetings or information throughout the year. Communication about school wide events will occur via Vinland Class Dojo, School Messenger, Peachjar, Vinland Facebook. hroughout the year parents can participate in Back to School Night, SSC, ELAC, Parent Coffee Chats, Open House, student Goal 2 activities in Arts/ Activities/ Athletics, School Club activities, awards celebrations and Educational Centered Parent Meetings and Nights.

Owner(s):

Teacher - Communicate with parents (ongoing0
 Office Staff - Take calls/ messages and email or use forms survey
 Support Staff - Organize and participate in facilitating parent/guardian meetings
 Admin- Overseeing all events

Timeline:

Monthly

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

Tier 1: All parents / guardians have access to trainings and Information regarding Parent Portal ATLAS, Edu text, grades, at site trainings such as Parent University trainings. All parents will have access to the Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar. All parents will have access interpreters for parent meetings as needed. All parents will have access and be notified of parent surveys to help inform school wide needs. Trainings and information on how to access throughout the year.

Owner(s):

Teachers: Provide site/district resource of information
 Support Staff: Provide site/district resource of information
 Admin- Provide site/district resource of information

Timeline:

Weekly

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

Tier 2: Parents will be notified of student's grades/ effort, SBAC, ELPAC and iReady test scores with an explanation to what is expected at grade level and what parents can do at home for intervention. Parents will be given information on how students are assessed. Parents will know which goal 2 activities their child is enrolled in and opportunities to engage in other activities. Parents will have opportunities to engage in workshops to train from district and site trainings and other digital resources to support students at home. October/ November parent training will offer school of choice informational meetings and assistance families in completing documents before due dates in December.

Owner(s):

Teachers: grades, effort, iReady/ ELPAC/ SBAC test score information
 Support Staff - HSL: Parent Training facilitator and organizer
 Admin: Providing information on Vinland Class Dojo, Vinland Facebook, school website, school messenger, Peachjar.

Timeline:

Weekly

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

Tier 3: Parent meetings on attendance will be conducted monthly. Parents will be given opportunities for support for at risk students. HSL/Office Aide/ RCA/ CWAS will contact parents for SART meetings. Vice Principal will oversee the Targeted Support Team and utilize the team to contact manageable students' parents and encourage good attendance. OA & HSL will contact parents in regards to attendance and truancy. RCA/ HSL/ CWAS and Office Aide will communicate through phone calls and home visits to parents and families as a resource to improve student engagement and attendance. Parents will have opportunities for teacher meetings as well as admin, teacher, student meetings. Parents will meet with administration prior to students with social/emotional/suspension reentry after incidents.

Owner(s):

Teachers: Inputting attendance daily on time. Meeting with parents regarding requests
 HSL/Office Aide/ RCA/ CWAS: will contact parents for SART meetings and attendance and truancy concerns
 Admin: Power BI information, parent meetings

Timeline:

Weekly

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:

- Refer to the Vinland SPSARP 510/520/530 report for detailed information.

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

EL Boot Camps

EL Data Chats Quarterly

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

Targeted Subgroups

African American Students

Goal Setting quarterly with low performing student groups

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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			Parent Budget Line/ Communication: Materials and Supplies for parent involvement in school wide events/functions: physical and virtual parent signs and communications, pens/pencils/ erasers, chart paper. Parent Participation- Resources for Educators Parent Monthly Newsletter of Strategies for Students. Parent training, supplemental parent communication of an academic nature and purpose, including mailing costs. Supports G1A1: ELA; G1A2: Math/ Science, G1A3:EL/RFEP. G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,280.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Involvement- Direct Graphics- Supplemental parent communication of an academic nature and purpose, including production and mailing costs. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	500.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitute Salaries - Instruction - Subs for teachers to participate in parent meetings and Tier 1, 2, and 3 student social and emotional (SEL) meetings. Includes IEP, 504, SST, teacher/parent, teacher/parent/admin, teacher/parent/ admin/student meeting days. 1-2 subs per day for SpEd and Gen Ed teacher to participate in IEP/504/SST as a priority. As needed, available time will be used to conduct 504, SST and teacher meetings to prepare for 504/ SST / IEP and parent meetings. Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G5A1: Family Engagement in Student Education. B	9,643.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Participation- Classified Support Supplemental- Support at after school parent meetings, babysitting for parent meetings and classes (School Smarts, Parent Classes, schoolwide events). Also supports G2A1:	359.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland 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		Parent Participation	Cls Sup-Sup			Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	359.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support Supplemental - Various language translation services for parent/guardians at conferences and meetings with staff.	1,013.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation - Materials and Supplies - Parent participation. Food Incentives, materials and supplies) Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community	450.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Support - Extra Time - Attendance and Social Work Services - HSL, RCA, or OA Translation Services or Parent Support.	529.00

\$13,774.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0470 Vinland Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Instruction - Certificated supplemental contracts to tutor students in content areas including ELA, Math, and/or Science. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	1,980.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruction Aide supplemental contracts to tutor students in ELA, 3 Math and Science. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL./RFEP	655.00
G1A1	Title 1 Basic	Instruction	Oth Cls-Supp			Other classified supplemental- Supplemental contract classified to provide tutoring and school support after or before their duty time commitments in content areas.	655.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student and Support Staff - Purchasing additional, workbooks , books, audio books, digital subscriptions, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Also supports G1A2 and G1A3, G4A1 GE and SpEd	354.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Unit 3010- Object 4300: Materials and Supplies- Materials and supplies to support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies, mic, stands, printing supplies, projector bulbs. Supports G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,920.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Sub-agreements - Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math in classrooms and in the certificated tutor room. Split funded between unit 7090 and 3010.	25,396.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2250	Split funded 3 hour Tutor, Certificated. from budget Units 7090 and 7091, REPORTS TO: Principal. Math/Reading, Elementary Education. MINIMUM QUALIFICATIONS: California credential appropriate to the grade or subject area KNOWLEDGE AND ABILITIES: Ability to organize and manage instruction under the direction of the Resource Teachers assigned to Math and Reading. DUTIES AND RESPONSIBILITIES: Tutoring identified Title I students individually or in small groups ACCOUNTABILITY: Person to whom responsible: On-site Principal, Evaluator: On-site Principal. Assist	20,680.00

G1A1		Instruction	Teacher-Regu		0.2250	with testing of students in school district, and state testing. Supports G1A1; G1A2, G1A3.	20,680.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	<p>Under the direction of an assigned supervisor or designee, assist in providing instruction to a diverse range of individuals or small groups of students. Prepare instructional materials and perform a variety of clerical duties as assigned to meet the needs of assigned students and staff.</p> <p>REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.) Tutor individuals or small groups of students; reinforce instruction as directed by the teacher to assist students to excel in reading, writing and math and SE development; assist in implementing District instructional goals and activities. Prepare materials for classroom use in a reasonable, timely manner to meet the needs of students and staff; accurately correct and record tests and record results on student profiles and other records of students. Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior. Assist in supervising students in the classroom, school campus and field trips to provide a safe, clean and orderly learning and working environment. Perform in a reasonable, timely manner a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files.</p> <p>Provide support to teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment and distributing and collecting papers and supplies. Ensure the health and safety of students by following current health and safety policies and procedures; assist students regarding the building of self-esteem and development of a value system to stay in school on target to graduate; assist students by providing proper examples, emotional support, friendly attitude and general guidance. Actively participate in meetings and in-service training programs. Direct group activities with students as assigned. Perform related duties as assigned. 3 hours</p>	10,608.00
G1A1	Sup & Conc	Instruction	Mat & Supp			<p>Unit 7090 Materials and Supplies. To support virtual and physical instruction (markers/ pens/pencils, chart paper, whiteboards, composition books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). PO for lamination supplies and poster maker film. Materials and Supplies School wide recognition of student efforts, increase, proficiency achievement, etc. Includes food, drinks, decorations, supplies. Academic, Social Emotional, and EL/ Redesignation achievement and improvement recognition. Includes food, drinks, decorations, supplies. May include but not limited to purchase orders to GW, Office Depot, Positive Promotions, and P.O.s to alternate stores. Materials and Supplies - to support the use of technology for instruction, such as printing supplies, copy paper, ink, cables, cords, wiring, replacement</p>	488.00

G1A1		Instruction	Mat & Supp			bulbs, computers/tablets, storage devices, headphones, earphones, talking devices, aukeys, webcams. Materials and Supplies - to support instruction (markers, pens/ pencils, chart paper, whiteboards, compositions books, erasers, headphones, earbuds, paper, crayons, post its, art supplies, student classroom supplies). Materials and Supplies Academic and Social Emotional Achievement, and EL/ Redesignation. Includes food, drinks, decorations, supplies. May include but not limited to: Purchase orders to GW, Office Depot, Lakeshore, Oriental Trading Company and other receipts/ POs to alternate stores. G1A1: ELA; G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	488.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Unit 7090- Object 4400: Non Capitalized. Equipment: New Purchase/ Repair/ Updates: computers/tablets, computer/ tablet carts, computer/tablet bags, computer/ tablet cords, Prometheon boards, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community.	2,089.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Sub-agreements - Teaching Fellows to support student small group, 1-on-1 support, whole group in ELA/ Math in classrooms and in the certificated tutor room. Split funded between unit 7090 and 3010.	34,258.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	5,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation - Materials and supplies for school run events and meetings including event decorations (table coverings/ wall decorations, pencils, art supplies, containers for items). G1A1, G1A2, G1A3, G2A1, G3A1, G4A1	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1500	Split funded 3 hour Tutor, Certificated. from budget Units 7090 and 7091, REPORTS TO: Principal. Math/Reading, Elementary Education. MINIMUM QUALIFICATIONS: California credential appropriate to the grade or subject area KNOWLEDGE AND ABILITIES: Ability to organize and manage instruction under the direction of the Resource Teachers assigned to Math and Reading. DUTIES AND RESPONSIBILITIES: Tutoring identified Title I students individually or in small groups ACCOUNTABILITY: Person to whom responsible: On-site Principal, Evaluator: On-site Principal. Assist	13,786.00

G1A1		Instruction	Teacher-Regu	0.1500	with testing of students in school district, and state testing. Supports G1A1; G1A2, G1A3.	13,786.00
G1A1	LCFF: EL	Instruction	Nc-Equipment		Instruction - Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/ tablet bags, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, webcams, television screens), furniture (alternative/ flexible seating, classroom furniture), prometheon boards, cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Supports G1A1:ELA, G1A2: Math/ Science, G3A1: Student Engagement in School and Community,	255.00
G1A1	One-time School	Instruction	Teacher-Supp		Teacher Supplemental - Personnel - Instruction - Supplemental contracts for tutoring, planning, or other areas to support learning loss. Intervention support. SE support. Professional learning support. Also supports G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. G4A1	9,414.00
G1A1	One-time School	Instruction	Bks & Ref		: Student and Support Staff - Purchasing supplemental and additional, workbooks , books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Supplies for visual and performing arts instruction or activities, or for music instruction. Supports/ procedures to administer high quality assessments, track/analyze student academics. Also supports G1A2 and G1A3, G3A1, G4A1 GE and SpEd	25,000.00
G1A1	One-time School	Instruction	Nc-Equipment		: Unit 7099- Object 4400: Non Capitalized. Equipment: New Purchase/ Repair/ Updates: computers/tablets, computer/ tablet carts, computer/tablet bags, computer/ tablet cords, Prometheon boards, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, webcams, aukeys, wiring and cables, microphones, speakers, television screens), furniture (alternative/ flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair. Prometheon boards and electronic white boards. School wide recognition of student efforts, increase, proficiency achievement. Also supports G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G4A1: Recruit & Retain diverse staff reflecting community.	13,151.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment		Non Capitalized Equipment- New Purchase/ Repair/ Updates: computers/tablets, computer/tablet carts, computer/tablet bags, prometheon boards,	2,250.00

G1A2		Instruction	Nc-Equipment			flatscreens, computer/ tablet cords, computer/tablet wiring, classroom and virtual technology functions (screens, monitors, wiring and cables, microphones, speakers, television screens), furniture (alternative/flexible seating, classroom furniture), cameras, projectors, projector wiring and cords, aukeys, SMART board updates and annual maintenance, smart board wiring/ cords/ erasers/ pens, document. webcams, cameras, document camera repair/ wires/ cords, ebeams, ebeam cords/wiring/ repair, cables. Also Supports G1A1: ELA, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	2,250.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental - Personnel - Instruction - Supplemental contract to plan lessons, complete grading, or meet with parents. Support alternate classrooms for certificated and classified personnel that are on leave (maternity/paternity, duty modification, transfer) Supplemental for teachers to have afterschool clubs for academic and/or social or emotional clubs. Also supports G1A1: ELA, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	619.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Student and Support Staff - Purchasing additional, workbooks , books, audio books, teaching guides/editions, magazines, subscriptions, programs for staff to instruct and students to practice. Also supports G1A2 and G1A3, G4A1 GE and SpEd	250.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- Instruction - updates, repairs and maintenance to technology. Supports G1A1: ELA; G1A2: Math/Science. G1A3: EL/RFEP	250.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Instruction - ELPAC Assessors for EL Students.	866.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies- EL material and supplies for student incentives, purchase orders for medals, certificates, food, study trips. Also Initiatives - Actions to improve school climate and culture, attendance, and social/ emotional needs of EL students. Supports G1A1:ELA, G1A2: Math/ Science	250.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction. Campus beautification and signage materials (buckets/ trash pickers, trash receptacles for waste materials. Outdoor learning and gathering space furnishings (tents, chairs, tables, bleachers, risers). Health and safety supplies (masks, sanitizer, bottles, cleaning equipment. **No food or incentives**	20,001.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Direct-Maint			: Pouring concrete for C-Train to prevent moisture accumulation in the structure. C Train holds the following: instruments, technology, furniture, school supplies, student engagement equipment and materials. G1A1, G2A1, G4A1, G5A1	5,100.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small	56,358.00

G3A1		Attendance & Social Work Services	Cls Sup-Reg		0.8750	group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	56,358.00
G3A1	Sup & Conc	Health Services	Cust Supply			: Custodial equipment for health / safety supplies and to promote cleaning procedures (9 in scrubbing machine, trash receptacles, spray bottles, cleaning equipment for high reach areas on campus, etc.	1,500.00
G3A1	Sup & Conc	Food Services	Direct-Food			: Food and refreshment items and utensils, plates, napkins, serving ware for student related events (Block V, Students of the Month, RIZE, club related events, school related events)	936.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.1250	Unit 7090 Object 2210 Classified Support - Attendance and Social Work Services- Resource Counseling Assistant (RCA) Targeted Support Team member, Student Tier 1, 2, and 3 support, small group and 1-on-1 student social and emotional learning support teacher and student behavior intervention support, Attendance & Truancy support, quarterly data chats with targeted students, home visits, attendance and truancy, and parent support. Maintains and manages the alternate intervention classroom for student alternate recess for social awareness. Participates in SST/IEP/504 meetings as needed. G1A1, G1A2, G1A3, G2A1, G4A1, G5A1	8,051.00
G3A1	One-time School	Instruction	Cons Svc/Oth			School Yard Rap : School Connectedness/ Campus Culture. Engagement / extra-curricular opportunities. School Yard Rap (2 shows, curriculum and professional learning) Supports for February: Black History Month; March: Women's Month; May: Asian Pacific Islander Month; June: Pride Month; September 15-October 15: Hispanic-Latinx Heritage Month; November: Native American Month. Supports G1A1, G1A3, G2A1, G3A1, G4A1, G5A1.	15,000.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Sub-agreements for Services - Family Foundations (2 days per week) - Goal 1: Student healing centered access to mental health and wellness services; Goal 2: Teacher and school staff healing centered services and support to cope with healing centered services and situations, Goal 3: Developing a healing centered school wide campus culture. Supports G1A1, G1A2, G1A3, G2A1, G2A2, G3A1, G4A1, G5A1	33,440.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Instruction - Certificated teacher subs in order for teachers to participate during the school day in data chats, parent/community meetings, district events, goal setting meetings, PLC/AC planning days, class visits, class observations, cross school collaboration, collaboration, certificated coaching cycles, planning / observation days, certificated professional learning. Goals addressed G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP Base, G4A1, G5A1. Amount includes salary and benefits. Use benefits calculator for accurate amount. **No IEPs **	16,273.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Sub			Personnel -Classified Support Substitutes - Subs for	802.00

G4A1		Instruction	Ins Aide-Sub	classified to participate in trainings, conferences, and PL (Includes Roving Sub). Supports G4A1: Recruit & Retain diverse staff reflecting community. Amount includes salary and benefits. Use benefits calculator for accurate amount.	802.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub	Certificated Supervisor and Admin Sub - Instructional Supervision & Administration - Administrative Academic & Social and Emotional interim admin for logistics/ structures while site administration conduct and participate in meetings during school day, support at Student Engagement events/study trips, collaborate with certificated and classified in all day training, receive trainings, recieve trainings with staff, observe, participate in absenteeism and suspension/expulsion meetings, conduct data chats, conduct 1-on-1 meetings, and have staff meetings/professional learning away from site. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	6,991.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Budget Line/ Communication: Materials and Supplies for parent involvement in school wide events/functions: physical and virtual parent signs and communications, pens/pencils/ erasers, chart paper. Parent Participation- Resources for Educators Parent Monthly Newsletter of Strategies for Students. Parent training, supplemental parent communication of an academic nature and purpose, including mailing costs. Supports G1A1: ELA; G1A2: Math/ Science, G1A3:EL/RFEP. G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community. ** NO FOOD OR INCENTIVES **	1,280.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Parent Involvement- Direct Graphics- Supplemental parent communication of an academic nature and purpose, including production and mailing costs. Also supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	500.00
G5A1	Sup & Conc	Instruction	Teacher-Subs	Certificated Substitute Salaries - Instruction - Subs for teachers to participate in parent meetings and Tier 1, 2, and 3 student social and emotional (SEL) meetings. Includes IEP, 504, SST, teacher/parent, teacher/parent/admin, teacher/parent/ admin/student meeting days. 1-2 subs per day for SpEd and Gen Ed teacher to participate in IEP/504/SST as a priority. As needed, available time will be used to conduct 504, SST and teacher meetings to prepare for 504/ SST / IEP and parent meetings. Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community, G5A1: Family	9,643.00

G5A1		Instruction	Teacher-Subs	Engagement in Student Education. B	9,643.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup	Parent Participation- Classified Support Supplemental- Support at after school parent meetings, babysitting for parent meetings and classes (School Smarts, Parent Classes, schoolwide events). Also supports G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community.	359.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Classified Support Supplemental - Various language translation services for parent/guardians at conferences and meetings with staff.	1,013.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Participation - Materials and Supplies - Parent participation. Food Incentives, materials and supplies) Supports G1A1:ELA, G1A2: Math/ Science, G1A3: EL/RFEP, G2A1: Student Centered/ Real World Learning, G3A1: Student Engagement in School and Community	450.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext	Classified Support - Extra Time - Attendance and Social Work Services - HSL, RCA, or OA Translation Services or Parent Support.	529.00

\$348,900.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,065.00
Sup & Conc	7090	\$175,630.00
LCFF: EL	7091	\$25,200.00
One-time School	7099	\$96,005.00
Grand Total		\$348,900.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$170,674.00
G3 - Increase student engagement in their school and community	\$140,386.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$24,066.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,774.00
Grand Total	\$348,900.00