


**Vinland Elementary**

10621666006548

Principal's Name: Jeanarta Coe

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

| <b>Table of Contents</b>       |  |
|--------------------------------|--|
| <b>Topic</b>                   | <b>Details</b>   |
| Cover Page                     | <i>CDS Code with Signature</i>   |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services           | <i>N/A</i>   |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>   |
| School Site Council (SSC)      | <i>Members list</i>  |
| Required Signatures            | <i>Principal and SSC Chairperson</i>   |
| Budget                         | <i>Site Allocations</i>  |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>  |

| <b>District Goals</b>  |   |
|--|---|
| <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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 rewritten during the second semester of each school year for annual approval by the Board of Education.</p>  |

School Site Council


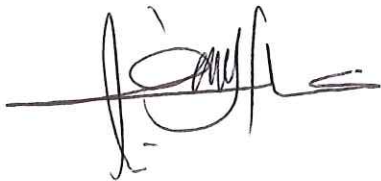
| School Site Council List        |           |                   |             |                         |                   |
|---------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name                     | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Jeanarta Coe     | X         |                   |             |                         |                   |
| 2. Chairperson - Aminah Ali     |           |                   |             | X                       |                   |
| 3. Scott Benning                |           | X                 |             |                         |                   |
| 4. Ana Leonui (AnaMaria Leonui) |           | X                 |             |                         |                   |
| 5. Patricia Toto                |           | X                 |             |                         |                   |
| 6. Zonia Trigueros              |           |                   |             | X                       |                   |
| 7. Tiffany Castanon             |           |                   |             | X                       |                   |
| 8. Luisa Fuller                 |           |                   | X           |                         |                   |
| 9. Juana Echeveste Davis        |           |                   |             | X                       |                   |
| 10. Jonathan Castillo           |           |                   |             | X                       |                   |
| 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 \_\_\_\_\_.

**Required Signatures**

| <b>School Name: Vinland Elementary</b>  |                  |   |           |
|---|------------------|---|-----------|
| 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      |
| <b>Principal</b>  | Jeanarta Coe     |   | 4/8/25    |
| <b>SSC Chairperson</b>  | Aminah Ali       |  | 4/8/2025. |

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

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

FY 2025/26

Vinland - 0470

**ON-SITE ALLOCATION**

|      |                                   |            |
|------|-----------------------------------|------------|
| 3010 | Title I                           | \$74,658 * |
| 7090 | LCFF Supplemental & Concentration | \$234,300  |
| 7091 | LCFF for English Learners         | \$35,112   |

|   |                  |
|---|------------------|
| <b>TOTAL 2025/26 ON-SITE ALLOCATION</b> | <b>\$344,070</b> |
|---|------------------|

|   |          |
|---|----------|
| * These are the total funds provided through the Consolidated Application |          |
| * Title I requires a specific investment for Parent Involvement           |          |
| Parent Involvement Budget - Minimum                                       | \$2,164  |
| Program Budget  | \$72,494 |
| Total Title I Allocation  | \$74,658 |

**ESSA Assistance Status: Not Identified for Assistance**

## Vinland Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

| Goal 1 Metrics   | Required | Current Target | Actual    | As Of     | Target    |
|--|----------|----------------|-----------|-----------|-----------|
| ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner) | ✓        |                | 40 %      | 2023-2024 | 41.1 %    |
| SBAC ELA - Average distance from standard  | ✓        | -51.4 pts      | -70.6 pts | 2023-2024 | -55.6 pts |
| SBAC ELA - Average distance from standard (English Learner)                                    | ✓        |                | -87.2 pts | 2023-2024 | -72.2 pts |
| SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)                    | ✓        | -55.4 pts      | -72.7 pts | 2023-2024 | -57.7 pts |
| SBAC ELA - percentage of students met/exceeded standard  | ✓        | 31 %           | 24.2 %    | 2023-2024 | 29.2 %    |
| SBAC Math - Average distance from standard   | ✓        | -71.5 pts      | -84.5 pts | 2023-2024 | -69.5 pts |
| SBAC Math - percentage of students met/exceeded standard                                       | ✓        | 25 %           | 20 %      | 2023-2024 | 25 %      |

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Many students in our school are not performing at grade-level proficiency in literacy, as evidenced by their struggles in proficiency performance based on the PK data metrics, TK and K FSA, and iReady. Despite the use of Tier 1-3 standard instructional strategies, a significant portion of students continue to demonstrate lower-than-expected performance on assessments and in classroom activities. This gap in literacy skills impacts their ability to access content in other subject areas, hindering overall academic success and long-term educational outcomes.

**2024 CA Dashboard:**

*English Learners (EL): 87.2 points below standard/ Declined 20.5*

*Low-Income (LI): 72.7 points below standard/Maintained -2.23*

*English Learners (EL): 40.0% rate/ Declined 26.0%*

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

**Underlying Cause**

1. Limited exposure to engaging and rich language environments
2. Insufficient differentiation in instruction
3. Lack of targeted interventions
4. Inadequate formative assessments to guide instructional adjustments.
5. Students from diverse backgrounds may face additional barriers such as language acquisition challenges or socio-economic factors that contribute to disparities in literacy development.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Professional Learning and Site and District Support in building staff capacity to support Literacy in follow areas and strategies:

**1. Limited Exposure to Engaging and Rich Language Environments**

- **Daily Interactive Read-Alouds:** Regularly read books aloud that feature rich, varied language, and engage students by prompting them to predict, question, and reflect on the text. Encourage students to respond to the story or topic with their own ideas and experiences.
- **Visual and Hands-On Learning:** Provide visuals (pictures, charts, graphic organizers) and interactive activities (e.g., role-playing, hands-on projects) that help students connect with new language in meaningful, memorable ways.
- **Classroom Discussions and Group Work:** Foster open discussions that encourage students to articulate their thoughts, listen to others, and build on each other's ideas. Structured group activities like "think-pair-share" can support deeper engagement with language.

**2. Insufficient Differentiation in Instruction**

- **Flexible Grouping:** Group students based on their specific needs and interests, rotating the groups regularly to allow students to work with different peers and receive instruction tailored to their current skill level.
- **Tiered Assignments:** Design assignments that vary in complexity or provide different levels of support, depending on students' individual proficiency. For example, offer simpler tasks for struggling readers and more complex challenges for advanced students, but ensure all tasks align with the same learning goal.
- **Use of Scaffolding:** Provide scaffolds such as graphic organizers, sentence starters, or vocabulary lists to support struggling students while challenging more advanced learners with open-ended tasks or extension activities.
- **Technology Tools:** Leverage adaptive learning technologies that adjust instruction and activities based on individual student progress, helping personalize learning experiences.

**3. Lack of Targeted Interventions**

- **Early Identification and Monitoring:** Implement a system to regularly assess students' literacy skills to quickly identify those who need intervention. Use screening tools, informal assessments, and teacher observations to determine areas of need.
- **Small Group Instruction:** Provide small-group or one-on-one intervention time for students who are behind, focusing on their specific weaknesses (e.g., phonics, fluency, comprehension). This personalized attention can address gaps more effectively.
- **Evidence-Based Intervention Programs:** Use research-backed intervention programs that are proven to improve literacy, such as those targeting phonemic awareness, fluency, or vocabulary, and monitor student progress.

frequently.

- **Collaborative Support:** Coordinate with specialists such as reading coaches, special education staff, or language support teachers to develop and deliver interventions that are targeted to the specific needs of each student.

#### 4. Inadequate Formative Assessments to Guide Instructional Adjustments

- **Regular Formative Assessments:** Use a variety of informal assessments, such as exit tickets, quick quizzes, one-on-one conferences, or reading logs, to monitor student progress. These should be used frequently to guide daily or weekly instructional decisions.
- **Ongoing Feedback:** Provide timely, constructive feedback that helps students understand what they're doing well and what they need to improve. This feedback should guide them in setting personal literacy goals.
- **Student Self-Assessment:** Encourage students to reflect on their own progress and set goals based on their self-assessments. This could include keeping reading journals, tracking growth in fluency, or identifying areas for improvement.
- **Adjust Instruction Based on Data:** Use formative assessment data to adjust lesson plans and activities to meet the needs of students. For example, if a group struggles with comprehension, use more targeted activities like guided reading or question-based discussions.

#### 5. Students from Diverse Backgrounds Facing Additional Barriers (e.g., Language Acquisition Challenges or Socio-Economic Factors)

- **Culturally Responsive Teaching:** Use culturally relevant texts and teaching strategies that reflect students' backgrounds and experiences, allowing them to see themselves in the material and connect more deeply with the content.
- **Language Support for English Learners (ELs):** Provide explicit language instruction, such as vocabulary development, sentence structure practice, and scaffolding for understanding complex language. Pair students with bilingual peers or mentors if possible.
- **Sociocultural Awareness:** Recognize the unique socio-economic challenges some students may face and offer support where necessary (e.g., providing access to resources, ensuring equitable access to technology and books).
- **Family and Community Engagement:** Build partnerships with families to support students' literacy development. Provide parents with resources (e.g., multilingual literacy activities, access to free digital books) and engage them in learning opportunities that support their children.
- **Provide Access to a Range of Materials:** Ensure that students have access to books, digital resources, and learning materials both at school and home. This might include providing low-cost or free resources such as books, online subscriptions, or lending programs to support literacy at home.
- **Social-Emotional Support:** Offer social-emotional learning (SEL) opportunities to help students build resilience, self-regulation, and motivation, which are often key to overcoming barriers related to socio-economic challenges.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Literacy

Partially Implemented

#### Partial Implementation:

1. Use of Learning Genie, iReady, FSA, CFAs, and IABs to progress monitor student performance.
2. Subs for planning days by semester, not quarterly.
3. 4 teachers in 24-25 tutored in ELA in K-4th grade. Contracts by site paid for 1 of the 4. District funded for 3 of the 4.
4. 2 all day subs bi-monthly in semester 1 and weekly in semester 2 for IEPs to occur during the day.
5. Admin support for site.
6. Awards for student recognition.

Action 2: Mathematics

Partially Implemented

**Partial Implementation:**

1. Use of Learning Genie, iReady, FSA, CFAs, and IABs to progress monitor student performance.
2. Subs for planning days by semester, not quarterly.
3. Purchase of Reflex Math.

Action 3: Science/ Social Science

Partially Implemented

**Partial Implementation:**

1. Use of Learning Genie, iReady, FSA, CFAs, and IABs to progress monitor student performance.
2. Subs for planning days by semester, not quarterly.
3. Purchase of Generation Genius Science Supplemental.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA/ Literacy

Partially Effective

CFAs and evidence of progress monitoring is partial.

Action 2: Mathematics

Partially Effective

Use of FIABs in some grades is inconsistent.

Action 3: Science/ Social Science

Partially Effective

1. Generation Genius science accessed by staff.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Identify and progress monitor CFAs, goals and benchmark assessments to Guide Instructional Adjustments.
2. Plan instructional strategies and student learning based on ongoing assessments of student learning.

**Section D: 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.

**SSC:**

Feedback obtained by March 2025.

**Goal 1**

1. More Writing centered opportunities for students (Peach Blossom, MLK, CTE, Writing Club, etc)
2. Parent communication (electronic marquis).
3. Addition of a C train for storage to make all classrooms available for classes.
4. More exposure and funds to public speaking, story telling, choral speaking and debate.
5. Teaching Fellows
6. Additional Para for Kinder if needed
7. Materials and supplies for staff and students for learning.
8. Planning Days Teachers
9. Tutoring contracts for staff to support students
10. Active help for ELs

**ELAC:**

Feedback obtained February 21, 2025

**Goal 1**

1. Teaching Fellow (majority selected)
2. Academic literacy coach support for staff
3. Literacy Training
4. ELPAC Assessors for ELPAC
5. Curriculum, materials, supplies, and technology to support instruction.

**Staff:**

Feedback Obtained March 2025

**Goal 1**

1. Teaching Fellows (high priority, restructure for progress monitoring)
2. Additional Para for Kinder if needed (dependent on allocation of paras)
3. Materials and supplies for staff and students for learning (inc chess supplies, awards)
4. Planning Days for Teachers (1 per semester)
5. Tutoring contracts for staff to tutor students
6. Subs for teachers to attend and participate in IEPs
7. Technology repair / maintenance of equipment and items
8. Books and digital books (inc subscriptions) for student learning (Scholastic, Chess Kid)
9. Parent communication, materials and supplies
10. Resource Counseling Assistant(s) & Social Worker for student SE learning/ supports
11. ELPAC Assessors and extra support for EL tutoring
12. Parent budget line for supplies and graphics, events
13. Direct food for events and functions
14. Systematic goal Setting tied to acad/ attend rewards
15. Better custodial supplies
16. EL Boot camp/tutoring
17. Certificated Tutor
18. Lit 6 reevaluated for program impact
19. More family engagement events
20. Student computer management tool (Go Guardian or similar to monitor student computer use in class)
21. Keep Reflex math

**Arts Grant**

1. Dance Teacher
2. Arts Residency Program
3. Art gallery showcase
4. Clubs
5. After school dance
6. Arts activities that impact upper grade

## Action 1 :

### ELA/ Literacy

#### Action Details:

---

By June 2026, Vinland will

1. decrease the average Distance From Standard from in ELA from -70.6 to -55.6 as measured by the SBAC.
2. increase ELA iReady proficiency from 24.2 to 29.2 as measured by iReady.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

---

Regional Plan 2025-26 Lit Six Professional Learning:

- Principals: Three sessions of learning which will include a Literacy Walk at a hosting site.
- Coaches: Three sessions of learning which will include a Literacy Walk at a hosting site.
- Teachers: Three professional learning sessions
- Teachers: Three Literacy Walk professional learning sessions-which will require substitutes that School Leadership will secure.
- Teachers: Coaching support

2025-26 Orton Gillingham Professional Learning

- Tier 2/3 Focus
- Quotes for OG training

iReady PL to align with diagnostic windows to support teachers PL needs.

Professional Learning, planning, assessment, and reflection using research based strategies

Families partner PL and support

- in use of Parent Portal /Parent Square / Edutext
- via Parent University courses and communication with parents
- Increasing parental involvement in SSC, ELAC, DAC, LCAP
- Parent Engagement Hours
- PTA and site partnerships for school related support for students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

---

Teachers: CFA progress monitoring of EL student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on EL student group.

ILT: monitoring of metrics for EL student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of EL student group.

Teachers: Weekly check ins with EL student group.

Additional supports for students designated EL

1. Teacher and site EL PDSA cycles.
2. Designated and Integrated ELD instruction will be provided daily.
3. Progress monitoring of EL achievement.
4. Supplemental contracts for EL support before or afterschool that is research based.
5. Supplemental contracts for ELPAC assessors to assess students (annually).

Additional supports for students designated RFEP

1. Progress monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Teacher progress monitoring of RFEP students toward English proficiency

Additional Staff Supports

1. Ongoing Professional Learning for teachers
2. EL designated and integrated, ELPAC requirements and procedures, EL best practices, and evidence based strategies to improve ELs in Tier I, Tier II, and Tier III.

Additional Parent Supports to communicate regarding EL progress and achievement.

1. Home School Liaison
2. Parent translation and oral communication in other languages (Propio).

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

1. PL for staff on strategies that are evidence based to support student learning.
2. Tutoring or students

**English Learner (EL):**

1. English learner students with priority access to certificated and classified tutoring
2. Student weekly check in support (classified/administrative/certificated) contracts
3. Materials and supplies for learning.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

1. Tutoring
2. Tier 1: Site wide agreements on strategies of grade levels for improvement of student learning that is evidence based

**English Learner (EL):**

1. ELPAC assessors
2. EL/RFEP priority Tutoring
3. Materials and supplies

As a site: What are the planned actions to support this student group?

**Socio-economically Disadvantaged (SED):**

1. PL
2. Tutoring for SED and EL students

**English Learner (EL):**

3. ELPAC Assessors

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback as monitored by admin team.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Increase in students meeting their stretch growth will increase by 10% comparing last year's iReady scores to this year's.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Outcomes measured by growth decreasing the distance from standard as measured by admin and teachers.

### Action 2 :

## Mathematics

### Action Details:

By June 2026 Vinland Elementary will

1. increase Math iReady proficiency from 20 to 25 as measured by iReady.
2. decrease the Math average Distance From Standard from -84.5 to -69.5 as measured by the SBAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

**Kinder-6th**

1. K-6th Grade Reflex Math
2. 2nd-6th Grade Frax Math

**PK-6th Grade**

1. Scope and Sequence enhancements (materials, supplies, study trips, virtual explorations, guest speakers and assemblies).
2. Substitutes for teacher planning with PLC/AC, classroom observations, and off site learning opportunities
3. Teacher and classified supplemental contracts to tutor students (priority to targeted students groups).
4. Supplemental virtual and physical subscriptions and resources (books, magazines, curriculum) in service of Scope and Sequence and Quarterly Planning documents
5. Materials and supplies to support instruction
6. Recognition materials for students (awards, medals, supplies).
7. Administrative substitutes to participate side by side with staff in trainings
8. Administrative substitutes to support admin in conducting 504/IEP/SST meeting days, observation walks, and participating in study trip events off site.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

---

1. *Tutoring*
2. *ELPAC Assessors*
3. *Materials and Supplies*

**4. As a site: What are planned actions to support English learner students?**

Teachers: CFA progress monitoring of EL student group as well as all students.

PLCs: reflecting on individual teacher and grade level data on EL student group.

ILT: monitoring of metrics for EL student group. Determining with teacher feedback professional learning and targeted actions to support increased achievement of EL student group.

Teachers: Weekly check ins with EL student group.

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Designated and Integrated ELD instruction will be provided daily.
3. Quarterly monitoring of EL achievement.
4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs with a program.
5. Supplemental contracts for ELPAC assessors.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs.

Additional Parent Supports to communicate regarding EL progress and achievement.

1. Home School Liaison
2. Parent translation and oral communication in other languages (Propio).

Baseline Supports

1. Classroom Visuals such as anchor charts, math vocabulary walls
2. School supplied notebooks for note-taking and manipulatives for conceptual understanding.
3. Scratch paper

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**English Learner (EL):**

1. *Priority access to certificated and classified tutoring weekly check in support (classified/administrative/certificated)*
2. *Materials and supplies for learning (anchor charts, graph paper, etc)*

**Socio-economically Disadvantaged (SED):**

1. *Materials and supplies for learning (anchor charts, graph paper, etc)*

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**English Learner (EL):**

**Socio-economically Disadvantaged (SED):**

1. **ELPAC Assessors**
2. **Frax and Reflex**

As a site: What are the planned actions to support this student group?

**English Learner (EL):**

**Socio-economically Disadvantaged (SED)**

1. **ELPAC Assessors**
2. **Frax and Reflex**

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Increase in CFAMath Proficiency as measured by FIABs and CFAs as measured by admin and teachers and iReady

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

10% increase in proficiency in D2 to D2 iReady as measured by teachers and admin.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

SBAC DFS decrease by -20 as measured by teachers and admin.

# 2025-2026 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 |           |     | Teacher supplemental contracts for tutoring, student ELA, Math, Academics. G1A1-3. *No IEPs or 504s*                     | 15,120.00 |
| G1A1   | Title 1 Basic | Instruction       | Bks & Ref    |           |     | Books and reference materials and supplies for students and student instruction and learning. G1A 1-3.                   | 3,000.00  |
| G1A1   | Title 1 Basic | Instruction       | Cons Svc/Oth |           |     | California Teaching Fellows Foundation : Split funding with unit 7090 and 3010 for 2 teaching fellows.                   | 24,716.00 |
| G1A1   | Sup & Conc    | Instruction       | Ins Aide-Sup |           |     | Classified Supplemental monies for contracts for supporting students. Also G1A2, G3A1, G4A1.                             | 478.00    |
| G1A1   | Sup & Conc    | Instruction       | Oth Cls-Supp |           |     | Other classified supplemental contracts to support instruction G1A2, G4A1  | 478.00    |
| G1A1   | Sup & Conc    | Instruction       | Mat & Supp   |           |     | Materials and supplies for student learning and instruction, including staff instructional supplies to support students. | 4,510.00  |
| G1A1   | Sup & Conc    | Instruction       | Mat & Supp   |           |     | : All Goals: G1A1,2; G2A1,2; G3A1,2; G4A1; G5A1  | 37,312.00 |
| G1A1   | Sup & Conc    | Instruction       | Nc-Equipment |           |     | Equipment purchase including furniture.  | 2,349.00  |
| G1A1   | Sup & Conc    | Instruction       | Nc-Equipment |           |     | Equipment for student academic instruction.  | 1,700.00  |
| G1A1   | Sup & Conc    | Instruction       | Cons Svc/Oth |           |     | California Teaching Fellows Foundation : Split funding with unit 7090 and 3010 for 2 teaching fellows.                   | 11,607.00 |
| G1A1   | LCFF: EL      | Instruction       | Teacher-Supp |           |     | ELPAC assessors and supplementals for EL student academic support and services, including tutoring                       | 4,566.00  |
| G1A1   | LCFF: EL      | Instruction       | Ins Aide-Sup |           |     | Classified supplemental monies for students tutoring in academics.   | 538.00    |
| G1A1   | LCFF: EL      | Instruction       | Bks & Ref    |           |     | Books and reference materials for EL students and staff support of EL.   | 576.00    |
| G1A1   | LCFF: EL      | Instruction       | Mat & Supp   |           |     | Materials and supplies for EL students and their learning.   | 3,040.00  |
| G1A1   | LCFF: EL      | Instruction       | Mat & Supp   |           |     | : All Goals: G1A1,2; G2A1,2; G3A1,2; G4A1; G5A1  | 2,604.00  |
| G1A1   | LCFF: EL      | Instruction       | Nc-Equipment |           |     | EL student needs with equipment costs.   | 1,000.00  |
| G1A2   | Title 1 Basic | Instruction       | Teacher-Subs |           |     | Substitutes for teacher planning days (2 annually). Teacher subs to support academics *No IEPs or 504s*                  | 29,658.00 |

**\$143,252.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓        | 82.8 %         | 78.7 % | 2024-2025 | 79.8 % |

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Increase the favorable percentage for student-centered/real-world experiences as measured by the Climate and Culture Survey

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Lack of opportunities schoolwide for student centered and real world learning.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

**Student-centered and real-world experiences ideas:**

1. Increase **Project-Based Learning (PBL)**
2. Provide **walking and additional study trips.** (including **Special Olympics**)
3. Increase **Service-Learning Project.**
4. Increase **Interviews with Experts in various fields.**
5. **Peer tutoring at morning and class meetings.**
6. Provide **Entrepreneurship and Business Projects with community partnerships.**

7. Increase **Author Visits or Virtual Author Meet-Ups.**

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered/ Real World Learning

Partially Implemented

1. Morning and 2nd step meetings are **partially implemented.**
2. **Partially implemented** study trips.

Action 2: Clubs, Arts, Athletics, Activities and Events

Partially Implemented

Partial Implementation:

1. Chess Club year round
2. Good News Club 2 times a year for 12 weeks each
3. A4 tutoring
4. BSU (2nd Semester)
5. SPORTS: All sports minus Wrestling
6. 6th grade counselor (Tioga Pathway)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered/ Real World Learning

Partially Effective

1. Morning and 2nd step meetings are **partially implemented.**
2. **Partially implemented** study trips.
3. Guidelines for Success and CCT progress monitoring began in 2nd quarter.

Action 2: Clubs, Arts, Athletics, Activities and Events

Partially Effective

Partial Implementation:

1. Chess Club year round (including 4th grade practice chess and chess club available to all grades)
2. Good News Club 2 times a year for 12 weeks each

3. A4 tutoring Kinder - fourth grade as measured by Springboard
4. BSU (2nd Semester) (4th-6th grade)\_
5. SPORTS: All sports minus Wrestling. Cross Country offered for 3rd - 6th grade and Track and Field offered 1st-6th grade
6. 6th grade counselor (Tioga Pathway)

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

**Student-centered and real-world experiences** ideas:

1. Increase **Project-Based Learning (PBL)**
2. Provide **walking and additional study trips. (including Special Olympics)**
3. Increase **Service-Learning Project.**
4. Increase **Interviews with Experts in various fields.**
5. **Peer tutoring at morning and class meetings.**
6. Provide **Entrepreneurship and Business Projects with community partnerships.**
7. Increase **Author Visits or Virtual Author Meet-Ups.**

**Section D: 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.

**SSC:**

Feedback obtained by March 2025.

**Goal 2**

1. **More Writing centered opportunities for students (Peach Blossom, MLK, CTE, Writing Club, etc)**
2. Parent communication (electronic marquis).
3. Addition of a C train for storage to make all classrooms available for classes.
4. **More exposure and funds to public speaking, story telling, choral speaking and debate.**
5. Materials and supplies for staff and students for learning.
6. Active help for ELs
7. Food for events
8. Incentives for students
9. Community Partnerships

**ELAC:**

Feedback obtained February 21, 2025

**Goal 2**

1. Field Trips and excursions
2. Clubs
3. Assemblies

**Staff:**

Feedback Obtained March 2025

**Goal 2**

1. Materials and supplies for staff and students for learning (inc chess supplies, awards)
2. Books and digital books (inc subscriptions) for student learning (Scholastic, Chess Kid)
3. Parent communication, materials and supplies
4. Resource Counseling Assistant(s) & Social Worker for student SE learning/ supports
5. Parent budget line for supplies and graphics, events
6. Direct food for events and functions
7. Systematic goal Setting tied to acad/ attend rewards
8. Certificated Tutor (2 requests)
9. More family engagement events
10. More arts for kids and more upper grade art opportunities
11. 4 more portables (Dance Room, PL room, more room for SE

- supports, Parent Room, Career room)
12. Parent/student engagement- movie nights, carnival, talent show, art/music showcase, seasonal performances
  13. CTE program
  14. Improved attendance incentives
  15. Keep Reflex math

Arts Grant

1. Dance Teacher
2. Arts Residency Program
3. Art gallery showcase
4. Clubs after school/to encourage attendance
5. After school dance
6. Arts activities that impact upper grade

**Action 1 :**

## Student Centered/ Real World Learning

Action Details:

---

By June 2026 **student centered experiences** will increase and favorable ratings will improve on the Climate Surveys by 3%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

---

**Student-centered and real-world experiences** ideas:

1. Increase **Project-Based Learning (PBL) needs materials and supplies**
2. Provide **walking and additional study trips. (including Special Olympics) requiring uniforms and materials/supplies/food/drinks**
3. Increase **Service-Learning Project with speakers and guests.**
4. Increase **Interviews with Experts in various fields through partnerships**
5. **Peer tutoring at morning and class meetings and incentives, materials and supplies.**
6. Provide **Entrepreneurship and Business Projects with community partnerships with speakers and guests and supplies**
7. Increase **Author Visits or Virtual Author Meet-Up opportunities.**

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

---

Integrated and designated supports.

## Student Groups

---

Using Title I funds Only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

Materials and supplies

Tutoring

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

Materials and supplies

Tutoring

Translation services

As a site: What are the planned actions to support this student group?

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

Materials and supplies

Tutoring

Translation services

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

| Short-Term (Learning)<br>Expect to see   | Medium-Term (Change in Behavior or Performance)<br>Want to see   | Long-Term (Change in Condition)<br>Hope to see   |
|--|--|--|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Outcomes measured by exit surveys of students and Climate Survey increase in student centered opportunities as reviewed by admin and teachers.</p> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Outcomes measured by exit surveys of students and Climate Survey increase in student centered opportunities as reviewed by admin and teachers.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increased proficiency on SBAC and decrease in DFS by -20 as measured by teachers and admin.</p> |

**Action 2 :**

## Clubs, Arts, Athletics, Activities and Events

**Action Details:**

By June 2026, increase in positive connections at school as measured by the Climate Surveys.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

**Student-centered and real-world experiences** ideas:

1. Increase **Project-Based Learning (PBL) needs materials and supplies**
2. Provide **walking and additional study trips. (including Special Olympics) requiring uniforms and materials/supplies/food/drinks**
3. Increase **Service-Learning Project with speakers and guests.**
4. Increase **Interviews with Experts in various fields through partnerships**
5. **Peer tutoring at morning and class meetings and incentives, materials and supplies.**
6. Provide **Entrepreneurship and Business Projects with community partnerships with speakers and guests and supplies**
7. Increase **Author Visits or Virtual Author Meet-Up opportunities.**

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

EL translation and supports to participate in Clubs, Arts, Athletics, Activities and Events.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

1. Materials and supplies for trips

**English Learner (EL):**

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

**Materials and supplies for events, uniforms, branding, student engagement**

As a site: What are the planned actions to support this student group?

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

**Materials and supplies for events, uniforms, branding, student engagement**

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Increase in student engagement and decrease in absenteeism.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Increase in student connectedness to the school

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease in DFS by -20 as measured by SBAC.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0470 Vinland Elementary (Locked)

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

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure  | Budget |
|--------|------------|-------------------|--------------|-----------|-----|--|--------|
| G2A1   | Sup & Conc | Instruction       | Teacher-Supp |           |     | Certificated supplemental for student tutoring, facilitating afterschool or before school clubs or programs. Also G3A1, G5A1 | 540.00 |

**\$540.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics                                      | Required | Current Target | Actual | As Of     | Target  |
|---|----------|----------------|--------|-----------|---------|
| Chronic Absenteeism                                 | ✓        |                | 37 %   | 2023-2024 | 36.4 %  |
| Chronic Absenteeism - (English Learner)             | ✓        |                | 34.4 % | 2023-2024 | 33.8 %  |
| Suspension Rate                                     | ✓        | 2 %            | 7 %    | 2023-2024 | 6.67 %  |
| Suspension Rate - (Hispanic)                        | ✓        |                | 5.7 %  | 2023-2024 | 5.37 %  |
| Suspension Rate - (Socioeconomically Disadvantaged) | ✓        |                | 7.4 %  | 2023-2024 | 7.07 %  |
| Suspension Rate - (Students w/ Disabilities)        | ✓        | 5 %            | 14.3 % | 2023-2024 | 13.97 % |
| Suspension Rate - (Two or More Races)               | ✓        |                | 10.9 % | 2023-2024 | 10.57 % |
| Suspension Rate - (White)                           | ✓        |                | 10.2 % | 2023-2024 | 9.87 %  |

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

**2024 CA School Dashboard:**

English Learner (EL): 34.4% chronically absent/Increased by 1.0%

**Suspension Rate:**

Hispanic (HI): 5.7% rate/Increase 3.1%

Two or More Races (MR): 10.9% rate/Increased 8.0%

Low-Income (LI): 7.4% rate/Increased 1.7%

Students with Disabilities (SWD): 14.3% rate/Increased 4.5%

White (WH): 10.2% rate/Increased 3.7%

While student attendance and suspension have decreased, concerns with spikes in both during October and 4th quarter.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Student performance in academics
2. Opportunities to engage in school and community.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. PL for teachers and regional plan work
2. Increase real world/student centered, and activities.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement in School and Community

Partially Implemented

Partial Implementation:

1. Social worker began in 2nd semester
2. RCA and Tier II supports
3. School psychologist out since September 2024 with return in March 2025.

Action 2: Attendance

Partially Implemented

1. Increase in new students who had to build relationships.
2. Increase in students working with TST identified supports for SEL needs.
3. Increasing attendance office clearing absences of students

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each

action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement in School and Community

Partially Effective

1. Climate Surveys shows decrease in students feeling safe on campus. Supports by SEL staff impacted with opening (Clinical Social Worker and School Psych out).

Action 2: Attendance

Effective

Student attendance has improved schoolwide.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. School psych all year and clinical social worker available all year alongside RCA and Tier II supports.
2. Fully functioning CCT and TST teams to support.

**Section D: 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.

SSC:

Feedback obtained by March 2025.

**Goal 3**

1. More Writing centered opportunities for students (Peach Blossom, MLK, CTE, Writing Club, etc)
2. Parent communication (electronic marquis).
3. Addition of a C train for storage to make all classrooms available for classes (to store equipment for student activities / events/ recreation)
4. More exposure and funds to public speaking, story telling, choral speaking and debate.
5. Teaching Fellows
6. Additional Para for Kinder if needed
7. Materials and supplies for staff and students for learning.
8. Planning Days Teachers
9. Tutoring contracts for staff to support students

ELAC:

Feedback obtained February 21, 2025

**Goal 3**

1. Counseling
2. Clinical Social Worker
3. Golden and Perfect Attendance
4. Home School Liaison

Staff:

Feedback Obtained March 2025

**Goal 3**

1. Materials and supplies for staff and students for learning (inc chess supplies, awards)
2. Books and digital books (inc subscriptions) for student learning (Scholastic, Chess Kid)
3. Parent communication, materials and supplies
4. Resource Counseling Assistant(s) & Social Worker for student SE learning/ supports
5. Parent budget line for supplies and graphics, events
6. Direct food for events and functions
7. Systematic goal Setting tied to acad/ attend rewards
8. Certificated Tutor (2 requests)
9. More family engagement events
10. More arts for kids and more upper grade art opportunities

10. Active help for ELs
- 11.

11. 4 more portables (Dance Room, PL room, more room for SE supports, Parent Room, Career room)
12. Parent/student engagement- movie nights, carnival, talent show, art/music showcase, seasonal performances
13. CTE program
14. Improved attendance incentives
15. Keep Reflex math

Arts Grant

1. Dance Teacher
2. Arts Residency Program
3. Art gallery showcase
4. Clubs after school/to encourage attendance
5. After school dance
6. Arts activities that impact upper grade

**Action 1 :**

## Student Engagement in School and Community

[Action Details:](#)

By June 2026,

Vinland will maintain and increase the **Sense of Belonging** on campus by students, staff, and parents/guardians.

- increasing Survey Metrics in the areas of 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).

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

1. Resource Counseling Assistant (RCA)
2. Clinical Social Worker
3. TST supports: Tier II Intervention Specialist, Clinical Social Worker, Psychologist, and Resource Counseling Assistant services in support of mental health, wellness, and healing
4. CCT team

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

---

1. Translation services
2. HSL
3. CCT
4. TST

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Hispanic (HI):**

**Multiple Races (MR):**

**White (WH):**

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

1. Materials and supplies for groups and events

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Hispanic (HI):**

**Multiple Races (MR):**

**White (WH):**

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

1. Materials
2. Incentives and extrinsic motivators?

As a site: What are the planned actions to support this student group?

**Hispanic (HI):**

**Multiple Races (MR):**

**White (WH):**

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

Increase student connectedness via second step/class meetings and students supports (outside of the class).

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Expect to see positive increase or decrease in questions as measured by climate surveys and student/parents feedback groups

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Growth of iReady improvement in ELA and Math as a result of student engagement and positive opportunities on site.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Improvement on ELA and Math SBAC with a decrease in distance from standard in each target student group.

## Action 2 :

### Attendance

#### Action Details:

By June 2026 as measured by ATLAS attendance, will decrease the chronic absenteeism rate by 10%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Materials and supplies for initiatives by teachers through CCT, TST, and ILT.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Home school liaison
2. Clinical social worker, RCA

### Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Hispanic (HI):**

**White (WH):**

**Students with Disabilities (SWD):**

**Multiple Races (MR):**

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

1. Materials and supplies.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Hispanic (HI):**

**White (WH):**

**Students with Disabilities (SWD):**

**Multiple Races (MR):**

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

RCA and Clinical Social Worker increase of time

ELPAC assessors

Tutoring priority

Incentivized trips and opportunities to encourage student attendance and involvement

As a site: What are the planned actions to support this student group?

**Hispanic (HI)/ White (WH)/ Students with Disabilities (SWD)/ Multiple Races (MR)/Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD)/ English Learner (EL):**

1. Relationship building schoolwide incentives for attendance and behavior
2. Tutoring priority
3. RCA and Clinical Social Worker supports. Increasing RCA and Social worker time on site
4. ELPAC assessors and EL tutoring

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

by decreasing in chronic absenteeism by 10% as measured by ATLAS.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Increased attendance and SEL supports as measured by Climate Surveys and ATLAS attendance data.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease in DFS as measured by SBAC and as monitored by admin and teachers

## 2025-2026 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                      | Bks & Ref    |                               |        | Books and reference costs for staff and students.                             | 2,000.00  |
| G3A1   | Sup & Conc | Instruction                      | Mat & Supp   |                               |        | Materials and supplies for students, staff, families. Includes G4A1 and G5A1. | 5,178.00  |
| G3A1   | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg       | 0.8750 |   | 68,312.00 |
| G3A1   | Sup & Conc | Attendance & Social Work Service | Crt Pupl-Reg | Clinical School Social Worker | 0.4250 | Split funded with SPSA and EM funds.  | 68,175.00 |
| G3A1   | LCFF: EL   | Attendance & Social Work Service | Crt Pupl-Reg | Clinical School Social Worker | 0.0750 | Split funded with SPSA and EM funds.  | 12,030.00 |
| G3A1   | LCFF: EL   | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg       | 0.1250 |   | 9,759.00  |
| G3A1   | LCFF: EL   | Attendance & Social Work Service | Cls Sup-Ext  |                               |        | Classified Extra supplemental pay to support English Learners.                | 499.00    |

**\$165,953.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓        | 84.5 %         | 60.9 % | 2024-2025 | 62 %   |

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Fall Climate & Culture staff survey was under 80% in organizational culture domain.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Communication
2. Structures
3. Clarity

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Teams communication and ongoing cycles of communication for staff.
2. Identified structures articulated, archived and reviewed as a site.
3. Clarity of academic and climate expectations with support from ILT and CCT teams with all staff.

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruit & retain diverse staff reflecting community

Partially Implemented

1. Training for new staff (paras) was partial and was managed by site and then moved toward district opportunities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruit & retain diverse staff reflecting community

Partially Effective

1. Staff retention in target grades and departments shifted mid year due to career changes.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Identify supports for PL and monitoring of staff implementation through supervision and evaluation processes via admin.

**Section D: 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.

SSC:

Feedback obtained by March 2025.

**Goal 4**

1. Resource Counseling Assistant
2. Social Worker
3. ELPAC assessors
4. Tutoring for EL and all students
5. Admin subs for more school support at events and planning days and IEPs
6. Teaching Fellows

ELAC:

Feedback obtained February 21, 2025

**Goal 4**

1. Professional learning on site
2. Events, activities, committees and community activities.
3. Community events
4. Teacher subs for planning days and to engage in PL

Staff:

Feedback Obtained March 2025

**Goal 4**

1. Teaching Fellows (high priority, restructure for progress monitoring)
2. Additional Para for Kinder if needed (dependent on allocation of paras)
3. Planning Days for Teachers (1 per semester)
4. Tutoring contracts for staff to tutor students
5. Subs for teachers to attend and participate in IEPs

7. Additional Para for Kinder if needed
8. Materials and supplies for staff and students for learning.
9. Planning Days Teachers
10. Tutoring contracts for staff to support students
11. Active help for ELs
12. Staff incentives

6. Resource Counseling Assistant(s) & Social Worker for student SE learning/ supports
7. ELPAC Assessors and extra support for EL tutoring
8. Direct food for events and functions
9. Certificated Tutor (couple of requests)
10. Lit 6 reevaluated for program impact
- 11.

Arts Grant

1. Dance Teacher
2. Arts Residency Program
3. Art gallery showcase
4. Clubs
5. After school dance
6. Arts activities that impact upper grade

**Action 1 :**

## Recruit & retain diverse staff reflecting community

Action Details:

By June 2026 100% of staff hired for all staff positions, selecting from a diverse pool of applicants. Hiring will include questions that center with inclusionary strategies and experience, fostering student and parent relationships, and instructional practices that are culturally responsive as monitored from admin.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Hiring of staff.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Home School Liaison
2. Parent translation and oral communication in other languages (platforms, personnel, Google)
3. Materials and supplies.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

1. Materials and supplies

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

Instructional aide substitutes

Classified supplementals

As a site: What are the planned actions to support this student group?

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**English Learner (EL):**

Building student and staff connectedness.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Retention of staff and decrease in unfilled staffing as measured by admin.

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Retention of staff in teaching and support positions as measured by staffing monitored by admin.

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Decrease by -20 pts DFS on SBAC as monitored by admin and teachers.

## 2025-2026 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   | Sup & Conc | Instruction                       | Teacher-Subs |           |     | Certificated subs for walks, planning, IEPs, 504s, SSTs, and school class coverage for teachers to participate in meetings, events.        | 7,908.00  |
| G4A1   | Sup & Conc | Instruction                       | Ins Aide-Sub |           |     | Instructional aide substitutes/ event numbers.   | 3,571.00  |
| G4A1   | Sup & Conc | Instructional Supervision & Admii | Crt Supr-Sub |           |     | Administrative substitutes for IEP site coverage, study trip/field trip support, participate in student and staff events as admin support. | 11,983.00 |
| G4A1   | Sup & Conc | Parent Participation              | Cls Sup-Sup  |           |     | Classified supplemental for parent related events.   | 499.00    |
| G4A1   | Sup & Conc | Food Services                     | Direct-Food  |           |     | FUSD food catering for events for functions  | 5,000.00  |
| G4A1   | Sup & Conc | Plant Maintenance & Operations    | Cust Supply  |           |     | Custodial supply (including trash bin purchase)  | 1,200.00  |

**\$30,161.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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 | ✓        | 88.5 %         | 78.5 % | 2024-2025 | 79.6 % |

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Problem: Site wants to increase inclusive opportunities for families to engage in student education.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited / lacking in ideas for students to engage in opportunities PK-6th grade.
2. Coordination of supports for events (staffing and funding).
3. Parents participating in Parent University has increased. Parents continuing to have opportunity to be a part of school community beyond Parent Meetings is beginning to grow but still limited.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Connect with Career Technical Education Office and community partners for more ideas.
2. Encourage and increase staff sign ups, parent/community partner sign ups, and potential PTA support.
3. Partnerships with parents in activities on campus and events away.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement in Student Education

Partially Implemented

1. We have had an overall increase in Parent University Courses on campus: Reading Courses (evenings), morning Family Engagement Coffee Hours, ELAC meetings.
2. Parents have shared ideas for topics which site has provided. Vaping, bullying, and how to access grades have been topics with higher parent enrollment.
3. Parents have had potlucks and food sharing during meetings. We have also had classes showcase dancing from our dance program which has boosted parent attendance.
4. Communication for translation via Proprio and supports for accessing Parent Square have kept parent access to site information high. Averaging 98% of parents on Parent Square for site throughout 24-25.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement in Student Education

Partially Effective

1. Sign in sheets (effective)
2. Parent Square metrics (effective)

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Adding surveys after meeting to capture parent satisfaction.
2. Courses support in Parent Square and how to access ATLAS
3. Continued ideas via Parent University.

**Section D: 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.

SSC:

Feedback obtained by March 2025.

ELAC:

ELAC Feedback obtained February 21, 2025

Staff:

Feedback obtained February 2025

**Goal 5**

1. Office suggestion box/feedback box for parents, TV screen of school events in office.
2. More Writing centered opportunities for students (Peach Blossom, MLK, CTE, Writing Club, etc)
3. More projects for community based events (School Mural, Campus Clean Up, Peer Mentors, Peer Buddies)
4. More community events (Barn Dance, Dances Carnivals)
5. Soccer Poles with nets, amphitheater in grass near office
6. Parent communication (electronic marquis).
7. Addition of a C train for storage to make all classrooms available for classes.
8. More exposure and funds to public speaking, story telling, choral speaking and debate.

**Goal 5**

1. Family Engagement Hour
2. Community Events
3. Field Trips
4. Literacy Coach
5. Various Communication methods
6. HSL

Overall ELAC wants to see more EL and all students speaking English and engaged in social activities with their friends that motivate them.

**Staff**

**Goal 5**

Agreement to maintaining materials and supplies for events, contracts for staffing, food for events and supports for events that may be contract/paid.

1. Parent communication, materials and supplies
2. HSL
3. Parent budget line for supplies and graphics, events
4. Direct food for events and functions
5. More family engagement events
6. Parent University Classes
7. Events including Vendors, guest speakers, study trips, virtual opportunities, FUSD and city events

**Arts Grant**

1. Dance Teacher
2. Arts Residency Program
3. Art gallery showcase
4. Clubs
5. After school dance
6. Arts activities that impact upper grade

**Action 1 :**

## Family Engagement in Student Education

**Action Details:**

June 2026, Vinland will increase attendance and participation in inclusive opportunities for families to engage in student education as measured by Climate Surveys.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

1. Materials and supplies to support parent involvement
2. Graphics to support parent communication
3. Supplemental contracts for classified staff to support parent involvement, including babysitting and translation
4. Extra time for staff delivering social work services in support of parent communication and involvement (HSL etc).

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

Additional supports for students designated EL

1. Data analyzed during PL and PLCs used to plan implement and reflect on behalf of the student group.
2. Designated and Integrated ELD instruction will be provided daily.
3. Quarterly monitoring of EL achievement.
4. Supplemental contracts for EL afterschool intervention will be provided based upon student needs.
5. Supplemental contracts for ELPAC assessors will be utilized.

Additional supports for students designated RFEP

1. Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) for at least 2 years.
2. Goal setting chats with RFEP students toward English proficiency

Additional Staff Supports

1. Ongoing Professional Learning for teachers will be provided to review ELPAC requirements and procedures, EL best practices, and strategies to improve Tier I, Tier II, and Tier III for ELs.

Additional Parent Supports

1. Home School Liaison
2. Parent translation and oral communication in other languages (platforms, personnel, Google)

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

1. Materials and supplies for communication

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

1. Food, materials, supplies

As a site: What are the planned actions to support this student group?

**Socio-economically Disadvantaged (SED):**

**Students with Disabilities (SWD):**

**English Learner (EL):**

1. Parent University activities and events including materials and supplies
2. Family engagement hours
3. Materials and supplies for parent communication.
4. Apparel for parent participation.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Increase in parent participation and attendance at schoolwide events (conferences, school events, trainings as measured by attendance sheets.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Increase in climate survey parent school connectedness ratings as measured by CCT and admin.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Increase in proficiency on SBAC and decrease in DFS by -20 pts as measured by teachers and admin.

## 2025-2026 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 for materials and supplies for student learning and supports that do not include food or incentives. | 2,014.00 |
| G5A1   | Title 1 Basic | Parent Participation | Direct-Graph |           |     | Parent graphics and mailing costs.  | 150.00   |
| G5A1   | Sup & Conc    | Instruction          | Direct-Maint |           |     | Maintenance and repair costs.   | 1,500.00 |
| G5A1   | LCFF: EL      | Parent Participation | Mat & Supp   |           |     | EL Parent materials and supplies  | 500.00   |

**\$4,164.00**

# 2025-2026 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  |                               |        | Teacher supplemental contracts for tutoring, student ELA, Math, Academics. G1A1-3. *No IEPs or 504s*                         | 15,120.00 |
| G1A1   | Title 1 Basic | Instruction                       | Bks & Ref     |                               |        | Books and reference materials and supplies for students and student instruction and learning. G1A 1-3.                       | 3,000.00  |
| G1A1   | Title 1 Basic | Instruction                       | Cons Svc/Oth  |                               |        | California Teaching Fellows Foundation : Split funding with unit 7090 and 3010 for 2 teaching fellows.                       | 24,716.00 |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Sup  |                               |        | Classified Supplemental monies for contracts for supporting students. Also G1A2, G3A1, G4A1.                                 | 478.00    |
| G1A1   | Sup & Conc    | Instruction                       | Oth Cls-Sup   |                               |        | Other classified supplemental contracts to support instruction G1A2, G4A1  | 478.00    |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                               |        | Materials and supplies for student learning and instruction, including staff instructional supplies to support students.     | 4,510.00  |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                               |        | : All Goals: G1A1,2; G2A1,2; G3A1,2; G4A1; G5A1  | 37,312.00 |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment  |                               |        | Equipment purchase including furniture.  | 2,349.00  |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment  |                               |        | Equipment for student academic instruction.  | 1,700.00  |
| G1A1   | Sup & Conc    | Instruction                       | Cons Svc/Oth  |                               |        | California Teaching Fellows Foundation : Split funding with unit 7090 and 3010 for 2 teaching fellows.                       | 11,607.00 |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Supp  |                               |        | ELPAC assessors and supplementals for EL student academic support and services, including tutoring                           | 4,566.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Sup  |                               |        | Classified supplemental monies for students tutoring in academics.   | 538.00    |
| G1A1   | LCFF: EL      | Instruction                       | Bks & Ref     |                               |        | Books and reference materials for EL students and staff support of EL.   | 576.00    |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp    |                               |        | Materials and supplies for EL students and their learning.   | 3,040.00  |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp    |                               |        | : All Goals: G1A1,2; G2A1,2; G3A1,2; G4A1; G5A1  | 2,604.00  |
| G1A1   | LCFF: EL      | Instruction                       | Nc-Equipment  |                               |        | EL student needs with equipment costs.   | 1,000.00  |
| G1A2   | Title 1 Basic | Instruction                       | Teacher-Subs  |                               |        | Substitutes for teacher planning days (2 annually). Teacher subs to support academics *No IEPs or 504s*                      | 29,658.00 |
| G2A1   | Sup & Conc    | Instruction                       | Teacher-Supp  |                               |        | Certificated supplemental for student tutoring, facilitating afterschool or before school clubs or programs. Also G3A1, G5A1 | 540.00    |
| G3A1   | Sup & Conc    | Instruction                       | Bks & Ref     |                               |        | Books and reference costs for staff and students.  | 2,000.00  |
| G3A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                               |        | Materials and supplies for students, staff, families. Includes G4A1 and G5A1.  | 5,178.00  |
| G3A1   | Sup & Conc    | Attendance & Social Work Services | Cls Sup-Reg   | Assistant, Resrce Cnslg       | 0.8750 |  | 68,312.00 |
| G3A1   | Sup & Conc    | Attendance & Social Work Services | Crt Pupil-Reg | Clinical School Social Worker | 0.4250 | Split funded with SPSA and EM funds. Also supports Chronic Absenteeism.  | 68,175.00 |
| G3A1   | LCFF: EL      | Attendance & Social Work Services | Crt Pupil-Reg | Clinical School Social Worker | 0.0750 | Split funded with SPSA and EM funds. Also supports Chronic Absenteeism.  | 12,030.00 |

|      |               |                                   |              |                         |  |                     |
|------|---------------|-----------------------------------|--------------|-------------------------|--|---------------------|
| G3A1 | LCFF: EL      | Attendance & Social Work Services | Cls Sup-Reg  | Assistant, Resrcr Cnslg | 0.1250   | 9,759.00            |
| G3A1 | LCFF: EL      | Attendance & Social Work Services | Cls Sup-Ext  |                         |  | 499.00              |
| G4A1 | Sup & Conc    | Instruction                       | Teacher-Subs |                         | Certificated subs for walks, planning, IEPs, 504s, SSTs, and school class coverage for teachers to participate in meetings, events.        | 7,908.00            |
| G4A1 | Sup & Conc    | Instruction                       | Ins Aide-Sub |                         | Instructional aide substitutes/ event numbers.   | 3,571.00            |
| G4A1 | Sup & Conc    | Instructional Supervision & Admin | Crt Supr-Sub |                         | Administrative substitutes for IEP site coverage, study trip/field trip support, participate in student and staff events as admin support. | 11,983.00           |
| G4A1 | Sup & Conc    | Parent Participation              | Cls Sup-Sup  |                         | Classified supplemental for parent related events.   | 499.00              |
| G4A1 | Sup & Conc    | Food Services                     | Direct-Food  |                         | FUSD food catering for events for functions  | 5,000.00            |
| G4A1 | Sup & Conc    | Plant Maintenance & Operations    | Cust Supply  |                         | Custodial supply (including trash bin purchase)  | 1,200.00            |
| G5A1 | Title 1 Basic | Parent Participation              | Mat & Supp   |                         | Parent Budget line for materials and supplies for student learning and supports that do not include food or incentives.                    | 2,014.00            |
| G5A1 | Title 1 Basic | Parent Participation              | Direct-Graph |                         | Parent graphics and mailing costs.   | 150.00              |
| G5A1 | Sup & Conc    | Instruction                       | Direct-Maint |                         | Maintenance and repair costs.  | 1,500.00            |
| G5A1 | LCFF: EL      | Parent Participation              | Mat & Supp   |                         | EL Parent materials and supplies   | 500.00              |
|      |               |                                   |              |                         |  | <b>\$344,070.00</b> |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$74,658.00         |
| Sup & Conc            | 7090   | \$234,300.00        |
| LCFF: EL              | 7091   | \$35,112.00         |
| <b>Grand Total</b>    |        | <b>\$344,070.00</b> |

| Goal Totals  | Budget Totals       |
|--|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$143,252.00        |
| G2 - Expand student-centered and real-world learning experiences                           | \$540.00            |
| G3 - Increase student engagement in their school and community                             | \$165,953.00        |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$30,161.00         |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$4,164.00          |
| <b>Grand Total</b>   | <b>\$344,070.00</b> |