

**Lincoln Elementary**

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

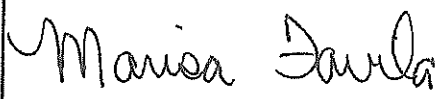

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Marisa Favila	X				
2. Chairperson – Randee Moreira				X	
3. Stacey Duarte		X			
4. Vicki Fox		X			
5. Angie Olivares		X			
6. Peggy Harrison			X		
7. Amanda Soto				X	
8. Karla Bustamante				X	
9. David Constante				X	
10. Teresa Villa				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Marisa Favila		4-22-20
SSC Chairperson	Randee Moreira		4-22-20

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Lincoln - 0310

**ON-SITE ALLOCATION**

3010	Title I	\$60,950 *
7090	LCFF Supplemental & Concentration	\$192,521
7091	LCFF for English Learners	\$74,295
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$327,766</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,725
Remaining Title I funds are at the discretion of the School Site Council	\$59,225
Total Title I Allocation	\$60,950

## Lincoln Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.703 %	37.374 %	2018-2019	44.374 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.421 %	41.06 %	2018-2019	48.06 %
SBAC ELA Distance from Level 3 (African American)		-29.8 pts	2018-2019	-14.8 pts
SBAC Math Distance from Level 3 (African American)		-40.4 pts	2018-2019	-25.4 pts

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

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

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

- Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group for differentiation)
- PLC teams were in the initiating and implementing phase of the Learning by Doing PLC continuum.
- PLC Areas of growth include:
  - Use of IAB claims and targets documents for planning and CFA development
  - Progress monitoring tool
  - Data analysis protocol
  - Consistent feedback to teachers focused on ELA school-wide commitments

#### SBAC ELA Distance from Level 3 (African American)

- Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group for differentiation)
- Consistent reteaching in small group when needed
- There was a 15% increase from 17/18 to 18/19 of AA students meeting and exceeding ELA standards

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

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

- Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

#### SBAC ELA Distance from Level 3 (African American)

- Chronic absenteeism
- Suspension rate
- Social/emotional needs
- Lack of staff knowledge around effective behavior supports and relationship building for AA students

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

- Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

#### SBAC Math Distance from Level 3 (African American)

- Chronic absenteeism

on SBAC.

- The SBAC ELA distance from level 3 for AA students decreased by 72 points from 17/18 to 18/19.

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

- Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group for differentiation)
- PLC teams were in the initiating and implementing phase of the Learning by Doing PLC continuum.
- Areas of growth include:
  - Use of IAB claims and targets documents for planning and CFA development
  - Progress monitoring tool
  - Data analysis protocol
  - Consistent feedback to teachers focused on Math school-wide commitments

**SBAC Math Distance from Level 3 (African American)**

- Daily Tier 1 Math on grade level instruction (90 minutes includes whole and small group for differentiation)
- Consistent reteaching in small group when needed
- There was a 22.6% increase from 17/18 to 18/19 of AA students meeting and exceeding Math standards on SBAC.
- The SBAC Math distance from level 3 for AA students decreased by 50 points from 17/18 to 18/19.

- Suspension rate
- Social/emotional needs
- Lack of staff knowledge around effective behavior supports and relationship building for AA students

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

- Most actions were effective in supporting student achievement as evidenced by gains in both ELA and Math SBAC scores.
- The Certificated Reading Tutors were minimally effective in supporting reading achievement for students in grades 4-6.

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

- Continue Math coaching support but differentiate PL and support by grade level needs.
- Continue mentoring for tier 2 and tier 3 students.
- Create an IEP Progress Monitoring tool.
- Create Progress monitoring tool that disaggregates data by student and standard.
- RSP and Regular Education Teachers to work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- Culture Climate Team to consistently analyze SEL and Academic data, identify problems of practice, and create a plan to address student needs.
- Culture Climate Team, RP Counselor, and RCA to provide PL around effective behavior supports and relationship building for AA students.
- Changes reflected in Goals 1 and 4



**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1 SSC:</b></p> <p>They were appreciative that students have made gains in both ELA and Math on SBAC and District Assessments. They want supports to continue for both academic and SEL needs such as the RCA, HSL, paraprofessionals, and CTs.</p>	<p><b>2 ELAC:</b></p> <p>They were appreciative that students have made gains in both ELA and Math on SBAC and District Assessments. They want supports to continue for both academic and SEL needs such as the RCA, HSL, paraprofessionals, and CTs.</p>	<p><b>3 Staff:</b></p> <p>They want supports to continue such as the Math Coaches, HSL, and paraprofessionals. Also, they want expenditures to continue for the extra copy machine, technology, and materials and supplies. They recommended we decrease the number of mentors. Additionally, some grade levels recommended we decrease the hours for the Certificated Reading Tutor and the RCA.</p>
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**Action 1**

**Title:** ELA Instructional Plan for K-6

**Action Details:**

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

- SBAC
- IAB assessments
- iReady data
- Grade Level Common Formative Assessments
- IEP Goals and CFA progress monitoring for SDC MM and RSP Teacher
- SPED Teachers- WonderWorks CFA data
- Fluency benchmarks
- Sight word benchmarks
- Wonders Phonics Survey data K-2
- Data chats with teachers (includes SPED)
- Grade Level/Teacher/SPED Goal Setting, including goal-setting for AA students.

- Teachers
- AC Team
- Lead Teachers
- Administration
- TSA
- Resource Counseling Assistant
- Culture Climate Team
- ILT
- Cross Functional Pivot Team
- District SPED Coaches
- District Math Coaches
- District Curriculum and Instruction Coaches

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

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

- ELA Guaranteed and Viable Curriculum resources and materials

- Daily Tier 1 ELA instruction on grade level (120 minutes includes whole and small group for differentiation)
- Blended Learning/Differentiated Instruction
- Multi-Tiered System of Support (MTSS)
  - Continue to improve Tier 1 Classroom instruction and SEL practices
  - Refine CCT and ILT teaming structure and build efficacy
  - Continue building knowledge of MTSS framework at staff meetings
  - Consistent implementation of common assurances for Tier I and begin Tier II and Tier III
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
  - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success
  - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing Academic and SEL skill support
  - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- TSA to manage and monitor Response to Intervention data
- Certificated Reading Tutors (2)
- Bilingual Paraprofessionals (2)
- Resource Counseling Assistant
- Home School Liaison - Spanish speaking
- Mleage for HSL
- ELPAC Assessors
- Translators
- Substitutes for Wonders Phonics Survey, Student Study Team meetings, Data Chats, peer observations, IEP meetings
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute, CAASPP)
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Technology such as tablets, headphones, site licenses
- Copy machine maintenance
- Direct Maintenance for repairs
- Direct Food Services for professional learning of teachers, classified, and parent engagement
- Materials and supplies for parent participation
- After School Program academic support
- Student incentives and awards for academics, social-emotional, and character counts
- Other materials and supplies that support instruction including but not limited to graphics and technology

#### Specify enhanced services for EL students:

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

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

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- Share ELA performance data with parents at School Site Council meetings, IEP meetings, Student Study Team meetings, ELAC meetings, Parent Coffee Hour and teacher parent conferences.

#### Specify enhanced services for low-performing student groups:

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

#### ENHANCED ADDITIONAL SERVICES FOR AFRICAN AMERICAN STUDENTS

- Springboard after school tutoring Program for African American students
- Summer Springboard reading intervention program for African American students

#### Describe Professional Learning related to this action:

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- Share strategies with parents on how to support at home (coffee hour, Parent University, Parent English Classes)
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for parent meetings.
- Home School Liaison will support parent communication and involvement in school activities through written and verbal communication.

- Backwards mapping of ELA standards.
- Coaching/Planning to support Blended Learning
- Data analysis and action planning by teacher, grade level, and school-wide
- CFA development using IAB block assessment or other standards aligned resource
- Technology to support literacy instruction
- District PL with coaching support on ELA/differentiated small group instruction
- Learning by Doing
- Research-based professional books
- Making Thinking Visible

**EDISON REGION K-2 READING FOUNDATIONAL SKILLS FOCUS PLAN**

- Collaboration with the Curriculum and Instruction department
- Monthly PLs by grade level delivered by the C&I Coaches
- Guided Planning with the C&I Coaches
- Cycles of Peer Observation

**Action 2**

**Title:** Math Instructional Plan for K-6

Action Details:

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

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

- SBAC
- IAB Assessments
- iReady
- Grade Level Common Formative Assessments
- IEP Goals monitoring for SDC MM and RSP Teacher
- SPED Teachers- WonderWorks CFA data
- GoMath Assessments
- Data chats with teachers
- Grade Level/Teacher/SPED Goal Setting, including goal-setting for AA students.
- Student goal setting

Owner(s):

- Teachers
- AC Team
- Lead Teacher
- TSA
- Administration
- Resource Counseling Assistant
- Math Coaches
- Culture Climate Team
- ILT
- Cross Functional Pivot Team
- District SPED Coaches

Timeline:

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

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

- Math Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- Use of the IABs for math, including calendaring administration of the IAB content clusters, data analysis, and action steps based on data

- Multi-Tiered System of Support (MTSS)
  - Continue to improve Tier 1 Classroom instruction and SEL practices
  - Refine CCT and ILT teaming structure and build efficacy
  - Continue building knowledge of MTSS framework at staff meetings
  - Consistent implementation of common assurances for Tier I and begin Tier II
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
  - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success
  - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
  - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Direct Maintenance and repairs
- Tablets for use of online resources
- Differentiated instruction/Response to Intervention
- TSA to manage and monitor After School Math Tutoring
- Substitutes for Data Chats, peer observations, PL, SST Meetings, IEP meetings
- Bilingual Paraprofessionals (2)
- Resource Counseling Assistant
- Technology such as tablets, headphones, site licenses
- Home School Liaison - Spanish speaking
- Mileage for Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Translators
- Copymachine maintenance
- After School Program academic support
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute)
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Materials and supplies for parent participation
- Materials and supplies that support instruction including but not limited to graphics and technology
- Direct Food Services for professional learning of teachers and parent engagement
- Additional copy machine and copy machines' maintenance to support/provide materials
- Graphics - direct services for additional materials such as booklets and other resources necessary to support differentiated instruction and intervention in Math

#### Specify enhanced services for EL students:

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

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

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- Share Math performance data to parents at School Site Council meetings, IEP meetings, Student Study Team meetings, ELAC meetings, Parent Coffee Hour and teacher parent conferences.
- Share strategies with parents on how to support. In addition, have Parent University Classes.
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, etc.
- Interpreters and babysitting for parent meetings.

#### Specify enhanced services for low-performing student groups:

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

#### ENHANCED ADDITIONAL SERVICES FOR AFRICAN-AMERICAN STUDENTS:

- Differentiated instruction

#### Describe Professional Learning related to this action:

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- Backwards mapping of Math standards.
- Use of IABs including data analysis and planning
- Data analysis and action planning by teacher, grade level, and school-wide
- CFA development using Illuminate or other standards aligned resources
- Technology to support math instruction
- Math Progressions and Coherence

- Site/District Math Professional Learning with coaching support

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST meetings	5,944.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,440.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and other reference	3,040.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellow	9,406.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters for parent meeting	3,793.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT	44,502.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG/IEP/data chats	4,753.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and other reference	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	59,314.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Substitutes for administration	1,189.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/babysitting - other classified support	1,010.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT	43,144.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para, Guadalupe Hernandez was replaced by Celia Cisneros 001037210.	14,458.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para	12,663.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	207.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,823.00
G1A2	Title 1 Basic	In-House Instructional Staff Deve	Travel			: PLC Conference - Solution Tree for Teachers	5,000.00
G1A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental contracts	2,528.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel for Professional Learning	1,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	18,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repair	4,000.00

**\$250,214.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	41.957 %	53.68 %	2018-2019	60.68 %

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

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

**Goal 2 Participation Rate**

We maintained and added the number of sports/ activities provided that would be accessible to all students. For example:

- continued book club during lunch recess
- added a nutrition/cooking club
- continued cross country and track

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

**Goal 2 Participation Rate**

- Certificated Staff has low club sponsorship due to many staff and/or AC meetings.
- Some staff is inadequately trained to input Goal 2 attendance on ATLAS.

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

- Additional students were engaged in Goal 2 activities.
- We fully implemented all actions and budget expenditures were adequate to meet this goal

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

- We will add additional opportunities such as Peach Blossom and, as funds permit, school assemblies.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1** SSC:

They were appreciative that we added additional sports and activities. They suggested we offer more clubs and activities for all students.

**2** ELAC:

They were appreciative that we added additional sports and activities. They suggested we offer more clubs and activities for all students.

**3** Staff:

They were appreciative that classified staff sponsored additional clubs.

### Action 1

**Title:** Increase Goal 2 Participation Rate

[Action Details:](#)

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

[Timeline:](#)

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

- Principal
- Vice Principal
- TSA
- RCA
- Teachers
- Lincoln Staff
- Goal 2 Office
- Home School Liaison
- Campus Safety Assistant

August 2020 - June 2021

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

- Purchase orders for athletics, clubs, activities, and the arts.
- Mentoring
- Supplemental contracts to staff to facilitate clubs and activities.
- Transportation services to attend activity or event.
- Additional copy machine and copy machines' maintenance to support/provide materials
- After School Program activities, materials and supplies
- Materials and supplies including but not limited to notebooks, paper, pencils, etc.
- Materials and supplies for parent participation
- Lease of copy machine
- Direct food services for student activities
- Provide student incentives for athletics and school wide activities



- Substitutes for meetings and Professional Learning
- Extra time for Campus Safety Assistant to provide security during Goal 2 sports or activities
- Extra time for Home School Liaison to support parent and student participation

Specify enhanced services for EL students:

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

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

Share Goal 2 opportunities to parents at Back to School Night, Open House, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, Peach Jar, and teacher parent conferences.

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

We have PL with staff to generate ideas for clubs and activities. In addition, staff will be trained to record events and take attendance on ATLAS.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Field trips-transportation	2,000.00
G2A1	Sup & Conc	Security	Cls Sup-Ext			Extra time for CA	1,037.00

**\$3,037.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 6th Grade	100 %	91.304 %	2018-2019	98.304 %

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

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or family concerns regarding length of trip.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or family concerns regarding length of trip.</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We will continue to promote student and family engagement in Goal 3 experiences

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

- Teachers and HSL will proactively reach out to students and parents who are concerned about attending a field trip.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p>	<p><b>2</b> ELAC:</p>	<p><b>3</b> Staff:</p>
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They were appreciative that students were able to have exposure related to career and college experiences funded by the district. They want these opportunities to continue.

They were appreciative that students were able to have exposure related to career and college experiences funded by the district. They want these opportunities to continue.

They were appreciative that students were able to have exposure related to career and college experiences funded by the district.

## Action 1

**Title:** Increase attendance of Goal 3 Experiences for Grade 6

### Action Details:

Lincoln Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations. AC teams will calendar events to ensure high student participation.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- We will monitor attendance through ATLAS Engagements
- Teachers will implement new learning through student writing and reflection
- Panorama student surveys

#### Owner(s):

- Principal
- Vice Principal
- TSA
- Teachers
- HSL
- Goal 3 Office
- Culture Climate Team

#### Timeline:

- August 2020 - June 2021

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

- Provide transportation to event or activity, if needed
- Direct food services
- Translators
- Mileage for HSL
- lease of copy machine
- Materials and supplies will include, but not limited, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives parent participation, and other materials

### Specify enhanced services for EL students:

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

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

- Administration and staff will present Goal 3 opportunities to parents at Back-to-School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, via Peach Jar and school communications to parents.

### Specify enhanced services for low-performing student groups:

- All students are encouraged to engage in Goal 3 activities and experiences.

### Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences and scheduled and all arrangements are made within the appropriate timelines.

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

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	10.681 %	12.601 %	2018-2019	10.601 %
Suspensions Per 100	13.683 %	8.748 %	2018-2019	7.748 %
Chronic Absenteeism (African American)		27.4 %	2018-2019	25.4 %
Suspension Rate (African American)		7.1 %	2018-2019	4.1 %

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

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

#### Chronic Absenteeism

Chronic Absenteeism overall has decreased due to the following:

- Attendance Meetings
- Increase in Goal 2 Engagements
- Increased Communication (home-school)

#### Chronic Absenteeism (African American)

- Attendance meetings were minimally effective for African American students due to lack of parent attendance.

#### Suspension Rate (African American)

The suspension rate significantly decreased for African American students due to the following:

- Mentoring
- RP Counseling support
- RCA Counseling support
- Campus Safety Assistant support
- SEL Instruction integrated into content instruction

#### Suspensions Per 100

The suspension rate decreased overall due to the following factors:

- RP Counseling support
- RCA Counseling support

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

#### Chronic Absenteeism

- Outside counseling resources communicated to families but lack of follow-through
- Inconsistent parent support and follow-through with:
  - Communication, returning school calls
  - attending meetings
  - providing updated information on the emergency card

#### Chronic Absenteeism (African American)

- inconsistent parent support and follow-through
- emergency card information not updated
- inconsistent parent attendance at meetings
- inconsistent communicating with school, returning phone calls

#### Suspension Rate (African American)

- inconsistent parent support and follow-through
- emergency card information not updated
- inconsistent parent attendance at meetings
- inconsistent communicating with school, returning phone calls

#### Suspensions Per 100

Inconsistent parent support and follow-through with:

- communication, responding to school
- attending conferences/ SSTs/suspension meetings

- Campus Safety Assistant support
- SEL Instruction integrated into content instruction

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

Structures and supports have contributed to a decrease in the suspension rate for all students, including African American students. In addition, chronic absenteeism has decreased overall. However, there was an increase in chronic absenteeism for African American students.

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

Targeted SEL PL on engaging and connecting with African American students. In addition, the Attendance Clerk will provide weekly reports identifying students who are chronically absent. The Home School Liaison will call and make multiple home visits as needed to connect with parents in order to provide information, resources, and strategies to support student attendance.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

They gave positive feedback regarding increase of school-wide family events as a tool to talk with families and improve the home-school connection.

**2** ELAC:

They gave positive feedback regarding increase of school-wide family events as a tool to talk with families and improve the home-school connection.

**3** Staff:

Staff shared feedback regarding suggestions to improve parent/school connection and support.

**Action 1**

**Title:** Decrease Chronic Absenteeism

**Action Details:**

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

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

- Administration
- Office Manager
- CWAS
- Office Assistant
- Saturday Academy Lead Teacher
- Culture Climate Team
- HSL
- Cross Functional Pivot Team
- District SPED Coaches

**Timeline:**

- Daily
- Weekly
- Monthly
- Quarterly

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

- Saturday Academy
- Teachers, Resource Counseling Assistant, Campus Safety Assistant, Principal, Vice Principal, CWAS, will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage students to participate in Goal 2 activities/clubs.
- Materials and supplies will include, but is not limited to, lease of copy machine, copy paper, incentives, notebooks, and other materials.
- Restorative Practices Counselor
- Mentoring
- Home School Liaison
- Mileage for HSL
- After School Program
- Extra Time/Pay or Supplemental Contract for Classified Staff
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classroom and outside activities and transitions
- Direct food services for student/parent engagement and activities
- materials and supplies for parent participation
- additional copy machine and copy machine maintenance to support/provide materials for attendance
- graphics - direct services for additional materials such as certificates and other resources necessary to support student attendance
- provide funds for costs for students to participate in and incentives for perfect attendance such as water day.
- purchase orders to vendors such as Costco or SaveMart to support student/parent activities focused on attendance

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

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

**ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:**

- Office Assistant and Culture Climate Team to provide frequent data updates on attendance rates
- Culture Climate Team to lead work on attendance goal setting for SWD
- Culture Climate Team to create a targeted plan focused on attendance for SWD
- Consistent, daily use of evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- RSP and Regular Education Teachers work together to support attendance plan
- Additional resources (human capital) available in a "menu of options" for the site team to access to support

areas of focus

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

- Use of Edutext for home-school communications
- HSL to provide interpreting for parent materials
- Share attendance data to parents and meetings (Coffee Hour, ELAc, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- CWAS will conduct home visits and schedule meetings with parents of students who are chronically absent.
- Direct Food Services
- On-going Parent Communication

Describe Professional Learning related to this action:

- District PL focused on evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- Cross Functional Pivot Team to work with the school to complete a root cause analysis, determine area of focus, learn together using an improvement science model, and monitor action steps and outcomes in order to reduce chronic absenteeism.
- Supervisor conducts monthly coaching/support/monitoring of goals actions, and outcomes.
- Office Assistance to provide attendance data analysis with teachers by class
- Office Assistant update at staff meeting
- Ongoing PL related to Safe and Civil Schools, Olweus Anti-Bullying, Restorative Practices and SEL

**Action 2**

**Title:** Decrease out-of-school suspensions

Action Details:

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

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

- Teachers to give intentional and effective feedback to students related to growth mindset and self-efficacy
- Feedback on the 5:1 ratio of positive to negative interactions to students by teachers
- Goal 2 participation
- Climate and Culture team data analysis
- Office Referral data

Owner(s):

- Teachers
- Restorative Practices Counselor
- Administration
- TSA
- Resource Counseling Assistant
- Climate and Culture Team
- Campus Safety Assistant
- Cross Functional Pivot Team
- District SPED Coaches

Timeline:

- Daily
- Weekly
- Quarterly

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

- Teachers, Principal, Vice Principal, Resource Counseling Assistant, Home School Liaison, and Campus Safety Assistant to give intentional and effective feedback to students related to growth mindset and self-efficacy.
- Restorative Practices Counselor
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts



- Substitutes for Student Study Team and IEP meetings
- Materials and supplies that support instruction, incentives, and recognition, including but not limited to graphics and technology.
- materials and supplies for parent participation
- mentoring
- Direct food services for students/parent engagement and activities
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- additional copy machine and copy machines' maintenance to support/provide materials
- Funds to provide students incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies.

#### Specify enhanced services for EL students:

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

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

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- Share School Climate and Culture Survey (SEL) data with parents at meetings, parent university, coffee hour, and parent-teacher conferences.
- Share strategies on how to support students at home.
- Interpreters, substitutes, babysitting, and materials for parent meetings.
- Home School Liaison
- School Messenger
- Parent Newsletter
- Awards Assemblies
- Direct Food Services

#### Specify enhanced services for low-performing student groups:

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

#### ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- Office Assistant and Culture Climate Team to provide frequent data updates on suspension rates
- Culture Climate Team to lead work on suspension rates goal setting for SWD
- Culture Climate Team to create a targeted plan focused on reducing suspensions for SWD
- Consistent, daily use of evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- RSP and Regular Education Teachers work together to support decrease in suspension plan
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus

#### Describe Professional Learning related to this action:

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- District PL focused on evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- Cross Functional Pivot Team to work with the school to complete a root cause analysis, determine area of focus, learn together using an improvement science model, and monitor action steps and outcomes in order to reduce suspensions
- Supervisor conducts monthly coaching/support/monitoring of goals actions, and outcomes

#### Tier 1

- Second Step
- Class Meetings
- Beginning of Year behavior assembly
- Character Counts
- Quarterly Awards Assemblies
- Daily use of Wildcat Success Poster
- Daily use of Lincoln Playground Handbook
- STOIC
- Restorative Practices

- Levels of Misbehaviors
- Ratio of Positive to Negative interactions
- Guidelines for Success
- Skillful Teacher (Feedback to students)
- Learning by Doing (Chapter 5 Building a Collaborative Culture)
- Making Thinking Visible
- OLWEUS Class Meetings
- Positive Discipline in the Classroom
- Community Building, Explicit SEL Instruction and Embedded Skills
- First 10 days focused on Community Building
- Growth Mindset
- Self-Efficacy

Tier 2

- Resource Counseling Assistant
- Planned Discussions (Tier 2 version of SST)
- Behavior Support Plan - level 1
- Student Study Team Meetings

Tier 3

- Behavior Support Plan - levels 2 and 3
- Multidisciplinary Team/ICET

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP	18,799.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage for HSL	250.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cons Svc/Oth			United for the Future: Mentoring/SEL Support	10,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RC A	45,466.00

**\$74,515.00**

## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0310 Lincoln Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST meetings	5,944.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,440.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and other reference	3,040.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellow	9,406.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters for parent meeting	3,793.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT	44,502.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG/IEP/data chats	4,753.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and other reference	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	59,314.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Substitutes for administration	1,189.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/babysitting - other classified support	1,010.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT	43,144.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para, Guadalupe Hernandez was replaced by Celia Cisneros 001037210.	14,458.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para	12,663.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	207.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,823.00
G1A2	Title 1 Basic	In-House Instructional Staff Deve	Travel			: PLC Conference - Solution Tree for Teachers	5,000.00
G1A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental contracts	2,528.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel for Professional Learning	1,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	18,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repair	4,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field trips-transportation	2,000.00
G2A1	Sup & Conc	Security	Cls Sup-Ext			Extra time for CA	1,037.00
G4A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP	18,799.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Local mileage for HSL	250.00
G4A2	Title 1 Basic	Attendance & Social Work Servic	Cons Svc/Oth			United for the Future: Mentoring/SEL Support	10,000.00
G4A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RC A	45,466.00

\$327,766.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,950.00
Sup & Conc	7090	\$192,521.00
LCFF: EL	7091	\$74,295.00
<b>Grand Total</b>		<b>\$327,766.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$250,214.00
G2 - All students will engage in arts, activities, and athletics	\$3,037.00
G4 - All students will stay in school on target to graduate	\$74,515.00
<b>Grand Total</b>	<b>\$327,766.00</b>