

Lincoln Elementary

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Marisa Favila	X				
2. Chairperson - Erica Lazcano				X	
3. Vice Chair- Cynthia Betancourt				X	
4. Secretary – Kashmir Singh			X		
5. David Constante				X	
6. Silvia Ramirez				X	
7. Teresa Villa				X	
8. Conception Santana		X			
9. Joyce Pasquale		X			
10. Vicki Fox		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: Lincoln Elementary			
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		April 12, 2021
SSC Chairperson	Erica Lazcano		April 12, 2021

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 2021/22

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$63,250 *
7090	LCFF Supplemental & Concentration	\$214,170
7091	LCFF for English Learners	\$85,455
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$24,190</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$387,065

* 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	\$1,650
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$61,600</u>
	Total Title I Allocation	\$63,250

Lincoln Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		29.13 %	2020-2021	36.13 %
I-Ready Math D2 On Level		24.83 %	2020-2021	31.83 %
I-Ready ELAD2 On Level (African American)		28.85 %	2020-2021	35.85 %
I-Ready Math D2 On Level (African American)		20 %	2020-2021	27 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Minimal gains were achieved.

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

I-Ready ELA D2 On Level (African American)

Minimal gains were achieved.

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

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

I-Ready ELA D2 On Level

- Distance Learning and inequitable access to laptops and wifi.
- Lack of student and parent technology skills.
- Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

I-Ready ELA D2 On Level (African American)

- Distance learning and inequitable access to laptops and wifi.
- Lack of student and parent technology skills.
- Chronic absenteeism

I-Ready Math D2 On Level

- Distance Learning and inequitable access to laptops and wifi.
- Lack of student and parent technology skills.
- Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

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

I-Ready Math D2 On Level

Minimal gains were achieved.

- Daily Tier 1 Math on grade level instruction
- 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

I-Ready Math D2 On Level (African American)

Minimal gains were achieved.

- Daily Tier 1 Math on grade level instruction
- 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

I-Ready Math D2 On Level (African American)

- Distance Learning and inequitable access to laptops and wifi.
- Lack of student and parent technology skills.
- Chronic absenteeism

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Most actions were minimally effective in supporting student achievement.
- Inconsistent student access to wifi and laptops continued through the third quarter of school.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Hire Teaching Fellows to address learning loss in ELA and Math.
- Purchase ELA and Math resources and technology to address the learning loss in ELA and Math such as the iReady Teacher Toolkit.
- Continue Math coaching support but differentiate PL and support by grade level needs.
- Continue ELA coaching support but focus on K-2 Foundational Skills instruction.
- Continue mentoring for tier 2 and tier 3 students.
- Create an IEP Progress Monitoring tool.
- Create Progress monitoring tool that disaggregates data by student and standard.
- RSP and Regular Education Teachers to work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- 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 and RCA to provide PL around effective behavior supports and relationship building for AA students.

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:	2 ELAC:	3 Staff:
They were appreciative that students have made gains in both ELA and Math on iReady. They want supports to continue for both academic and SEL needs such as the RCA, HSL, paraprofessionals, Teacher Fellows and CTs.	They were appreciative that students have made gains in both ELA and Math on iReady. They want supports to continue for both academic and SEL needs such as the RCA, HSL, paraprofessionals, Teacher Fellows and CTs.	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 want support to be added such as Teaching Fellows for both ELA and Math.

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 - data captured on a shared document on teams
- Use of a data analysis protocol
- 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)
- Daily integrated ELD instruction at appropriate ELP levels for all ELs.
- Language support for newcomer ELs
- Blended Learning/Differentiated Instruction
- Multi-Tiered System of Support (MTSS)
 - Continue to improve Tier 1 Classroom instruction and SEL practices
 - Refine CCT and ILT teaming structure and build efficacy
 - Continue building knowledge of MTSS framework at staff meetings
 - Consistent implementation of common assurances for Tier I and begin Tier II and Tier III
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
 - Tier I - 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)
- Teaching Fellows (2)
- Bilingual Paraprofessionals (2)
- Resource Counseling Assistant
- Home School Liaison - Spanish speaking
- Mileage for HSL
- ELPAC Assessors
- Translators
- Substitutes for Wonders Phonics Survey, Student Study Team meetings, Data Chats, peer observations, IEP meetings
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute, CAASPP)
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Technology such as tablets, headphones, site licenses
- Copymachine maintenance
- Direct Maintenance for repairs
- Direct Food Services for professional learning of teachers, classified, and parent engagement
- Materials and supplies for parent participation
- After School Program academic support
- Student incentives and awards for academics, social-emotional, and character counts
- Other materials and supplies that support instruction including but not limited to graphics and technology

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

Action 2

Title: Math Instructional Plan for K-6

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- IAB assessments - data captured on a shared document on teams
- Use of a data analysis protocol
- iReady
- Grade Level Common Formative Assessments
- IEP Goals monitoring for SDC MM and RSP Teacher
- SPED Teachers- 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
- Teaching Fellows for 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
- Copy machine maintenance
- After School Program academic support
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute)
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Materials and supplies for parent participation
- Materials and supplies that support instruction including but not limited to graphics and technology
- Direct Food Services for professional learning of teachers and parent engagement
- Additional copy machine and copy machines' maintenance to support/provide materials
- Graphics - direct services for additional materials such as booklets and other resources necessary to support differentiated instruction and intervention in Math

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

ENHANCED ADDITIONAL SERVICES FOR AFRICAN-AMERICAN STUDENTS:

- Differentiated instruction

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			certificated supplemental contracts *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	2,394.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			site licenses iReady teacher tool box, Reflex Math, Haggerty	2,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies ** NO FOOD OR INCENTIVES **	5,011.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows 4 total 3 hrs each Mon-Th.	10,307.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		45,220.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	71,015.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			subs for administration	1,173.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			parent participation/baby sitting-other classified support	1,014.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		43,858.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,549.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for EL students	1,199.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	also supports G1A2 Math support	14,196.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	also supports G1A2 Math support	13,648.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time for bilingual paras- Stella and Celia on a time sheet	519.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: materials and supplies & Parent involvement	7,486.00
G1A1	One-Time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 4 total 3 hrs, Mon-Thurs.	24,190.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Ovr			Overtime for para's for special projects school wide Student & Parent Involvement/Support Only (HSL/Para) * Cannot be used for Campus Safety*	1,040.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Tech -computers, laptops, screens, monitors rolling /charging carts	5,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	18,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repair	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00

\$287,319.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	50 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

There was a significant decline in participation due to Distance Learning.

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

Student-centered real world learning experience - Site Defined

- Distance Learning and inequitable access to laptops and wifi.
- Lack of student and parent technology skills.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Actions were minimally effective in supporting Goal 2 activities.
- Inconsistent student access to wifi and laptops continued through the third quarter of school.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Opportunities and involvement in Goal 2 Activities will increase with in-person instruction.

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:

2 ELAC:

3 Staff:

They are looking forward to having clubs and activities available for all students.

They are looking forward to having clubs and activities available for all students.

They are looking forward to having clubs and activities available for all students.

Action 1

Title: Increase Goal 2 Participation Rate

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

August 2021 - June 2022

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.

Specify enhanced services for low-performing student groups:

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

Action 2

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: <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

- 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 2021- June 2022

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.

Specify enhanced services for low-performing student groups:

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Ins Aide-Ext			Extra time for para to be paid on time sheet Student & Parent Involvement/Support Only (HSL/Para) * Cannot be used for Campus Safety*	2,218.00

\$2,218.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		22.12 %	2020-2021	20.12 %
Suspensions students with 1 or more		0 %	2020-2021	10 %
Chronic Absenteeism (African American)		57.63 %	2020-2021	55.63 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	10 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Office Staff and CWAS implemented multiple forms of communication with chronically absent families to increase connectivity during distance learning.
- HSL and RCA made home visits, called families, and sent email and mail correspondence.

Chronic Absenteeism (African American)

- Office Staff and CWAS implemented multiple forms of communication with chronically absent families to increase connectivity during distance learning.
- HSL and RCA made home visits, called families, and sent email and mail correspondence.

Suspensions students with 1 or more

During the 2020-2021 school year, suspensions decreased in comparison to the 2019-2020 school year due to distance learning.

Suspensions students with 1 or more (African American)

During the 2020-2021 school year, suspensions decreased in comparison to the 2019-2020 school year due to distance learning.

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

Chronic Absenteeism

Chronic Absenteeism has increased due to the following:

- distance learning
- lack of wifi access
- lack of device access
- lack of technology skills
- lack of an effective learning environment including but not limited to students needed to babysit siblings

Chronic Absenteeism (African American)

Chronic Absenteeism has increased due to the following:

- distance learning
- lack of wifi access
- lack of device access
- lack of technology skills
- lack of an effective learning environment including but not limited to students needed to babysit siblings

Suspensions students with 1 or more

There is no baseline data from the 2020-2021 school year due to online distance learning.

Suspensions students with 1 or more (African American)

There is no baseline data from the 2020-2021 school year due to online distance learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During the 2020-2021 budget expenditures were reallocated to develop new incentives for chronically absent students in comparison to the budget expenditures allocated for incentives for chronically absent students in 2019-2020.

During the 2020-2021 school year, suspensions decreased in comparison to the 2019-2020 school year due to distance learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- CWAS will focus on African American chronically absent students.

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:

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

2 ELAC:

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

3 Staff:

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

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Administration
- Office Manager
- CWAS
- Office Assistant
- Saturday Academy Lead Teacher
- Culture Climate Team
- Culture Climate Specialist
- 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.
- SEL Instruction including but not limited to use of Second Step and morning meetings
- Implementation and use of Restorative Discipline and structures such as cool-down area, student reflection protocols, restorative conferences, conflict resolution, and restorative circles.
- PL on SEL instruction and Safe and Civil routines at the beginning of each academic year.
- Materials and supplies will include, but is not limited to, lease of copy machine, copy paper, incentives, notebooks, and other materials.
- Mentoring
- Home School Liaison
- Mileage for HSL
- After School Program
- Extra Time/Pay or Supplemental Contract for Classified Staff
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classroom and outside activities and transitions
- Direct food services for student/parent engagement and activities
- materials and supplies for parent participation
- additional copy machine and copy machine maintenance to support/provide materials for attendance
- graphics - direct services for additional materials such as certificates and other resources necessary to support student attendance
- provide funds for costs for students to participate in and incentives for perfect attendance such as water day.
- purchase orders to vendors 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 AFRICAN-AMERICAN STUDENTS:

- Office Assistant and Culture Climate Team to provide frequent data updates on attendance rates
- Culture Climate Team to lead work on attendance goal setting
- Culture Climate Team to create a targeted plan focused on attendance
- Consistent, daily use of evidence based interventions/strategies/activities

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

Action 2

Title: Decrease out-of-school suspensions

Action Details:

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

Reasoning for using this action: 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

- 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
- Climate and Culture Specialist
- Campus Safety Assistant
- Cross Functional Pivot Team
- District SPED Coaches

Timeline:

- Daily
- Weekly
- Quarterly

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

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

- Funds to provide students incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Target students with multiple suspensions
- 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln 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	Direct-Food			: also supports G1 A1, G1A2 Snacks for students and staff	1,500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			United for the future: mentoring/SEL support : SEL and absenteeism support	10,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	social emotional support	50,008.00
G3A1	Sup & Conc	Security	Cls Sup-Ext			Extra time for CA- Sears on time sheet	1,040.00

\$62,548.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	5 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

No baseline data since this is a new metric.

- Collaboration with the Teacher Residency program to recruit highly qualified teachers
- Professional Learning opportunities with various Fresno Unified Departments, with other Regional Teachers, and through other conferences.
- Budget allotment for materials and supplies.

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

Staff Goal - Site Defined

No baseline data since this is a new goal and metric.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- No differences since this is a new metric.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- No changes since this is a new metric

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:

- Parents want staff that cares about their child and provides the best education possible.

2 ELAC:

- Parents want staff that cares about their child and provides the best education possible.

3 Staff:

- Continue to have supports for students such as paraprofessionals and supports for teachers such as professional development.

Action 1

Title: Recruitment and Retention of Staff

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

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

- Principal
- Vice Principal

- August - June

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

- PL conferences or district provided training on ELA implementation, Math Implementation, and SEL Implementation including but not limited to Math Lesson Design, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement.
- Resources including but not limited to graphics, materials, and supplies to support Professional Learning
- Technology to support learning including but not limited to virtual learning, blended learning, and simultaneous learning.
- Repair and maintenance for technology
- Home School Liaison
- Supplemental contracts for certificated and classified staff. (i.e., planning, tutoring)
- Substitutes for planning, PL, peer observations, data chats, other
- Travel and cost for conferences and/or trainings

Specify Professional Development or Staff Services to support EL students:

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

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

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

- Travel and cost for conferences and/or trainings

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			SST & Data chats sub coverage *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	3,515.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Online PL for staff	2,500.00
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Travel			Travel - PL for teachers	1,000.00

\$7,015.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	5 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Parent and family workshops opportunities offered at various times to accommodate parent's work selection
- Use of social media, school messenger, email, school website
- Provide translation of all school communications to provide parents access to information

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

Family Goal - Site Defined

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

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- No baseline data since this is a new goal and metric.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- No changes will be made since this is a new goal and metric.

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:

2 ELAC:

3 Staff:

SSC would like on campus classes in the areas of:

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

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

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

Staff would like to continue funding our Home School Liaison position to support Parent engagement.

Action 1

Title: Inclusive Opportunities for Families

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Parent University
- Principal
- Vice Principal
- TSA
- HSL
- Teachers
- Office Staff
- Community Partners

Timeline:

August 2021 - June 2022

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

- Back to School Night, Open House
- Home School Liaison
- Mileage for HSL
- Mentoring
- Materials and supplies and/or graphics for parent and student participation
- Lease of copy machine
- Direct food services for parent and student activities
- Incentives for parent and student participation
- Certificated and Classified Supplemental contracts and/or extra time

- Transportation services to attend activity or event
- Extra time for Home School Liaison to support parent and student participation
- PO for outside vendors
- Extra time for Campus Safety Assistant to provide security during family events

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

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

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

- Parent Classes
- HSL to provide resources for parents
- SSC meeting

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts for Parent Involvement Translations G1A1 Babysitting G1A2 Special Projects - G1A2 *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	2,363.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	liaison for teachers to parents Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	19,233.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ext			Extra time for HSL Blanca Cruz *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	4,093.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ovr			Overtime pay for HSL-Blanca Cruz *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	2,076.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Local mileage for HSL	200.00

\$27,965.00

2021-2022 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-Supp			certificated supplemental contracts *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	2,394.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			site licenses iReady teacher tool box, Reflex Math, Haggerty	2,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies ** NO FOOD OR INCENTIVES **	5,011.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows 4 total 3 hrs each Mon-Th.	10,307.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		45,220.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	71,015.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			subs for administration	1,173.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			parent participation/baby sitting-other classified support	1,014.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		43,858.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,549.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for EL students	1,199.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	also supports G1A2 Math support	14,196.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	also supports G1A2 Math support	13,648.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time for bilingual paras- Stella and Celia on a time sheet	519.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: materials and supplies & Parent involvement	7,486.00
G1A1	One-Time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows 4 total 3 hrs, Mon-Thurs.	24,190.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Ovr			Overtime for para's for special projects school wide Student & Parent Involvement/Support Only (HSL/Para) * Cannot be used for Campus Safety*	1,040.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Tech -computers, laptops, screens, monitors rolling /charging carts	5,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	18,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repair	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G2A1	Title 1 Basic	Instruction	Ins Aide-Ext			Extra time for para to be paid on time sheet Student & Parent Involvement/Support Only (HSL/Para) * Cannot be used for Campus Safety*	2,218.00
G3A1	Sup & Conc	Instruction	Direct-Food			: also supports G1 A1, G1A2 Snacks for students and staff	1,500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			United for the future: mentoring/SEL support : SEL and absenteeism support	10,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	social emotional support	50,008.00

G3A1	Sup & Conc	Security	Cls Sup-Ext		Extra time for CA- Sears on time sheet	1,040.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs		SST & Data chats sub coverage *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	3,515.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth		TBD : Online PL for staff	2,500.00
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Travel		Travel - PL for teachers	1,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup		Classified Supplemental Contracts for Parent Involvement Translations G1A1 Babysitting G1A2 Special Projects - G1A2 *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	2,363.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish 0.4375	liaison for teachers to parents Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	19,233.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext		Extra time for HSL Blanca Cruz *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	4,093.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ovr		Overtime pay for HSL-Blanca Cruz *Cannot be for mandatory items (IEP, ELAC, SSC, etc)*	2,076.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag		Local mileage for HSL	200.00
						\$387,065.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,250.00
Sup & Conc	7090	\$214,170.00
LCFF: EL	7091	\$85,455.00
One-Time School	7099	\$24,190.00
Grand Total		\$387,065.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$287,319.00	
G2 - Expand student-centered and real-world learning experiences	\$2,218.00	
G3 - Increase student engagement in their school and community	\$62,548.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,015.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$27,965.00	
Grand Total		\$387,065.00