

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Garfield Elementary**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

School Climate: Garfield Elementary is rigorously preparing its student population for college, career, and citizenship in the 21st Century. We strive to develop a positive, welcoming, and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade-level standards by the end of the 2023-24 school year. We commit to the ongoing improvement of our Positive Behavioral Intervention and Supports (PBIS) implementation, AVID and utilizing Thinking Maps throughout the day in order to reach this goal.

All students will be taught by our highly-qualified, caring, and well-trained staff in a learning environment that is healthy, safe, and secure. When it is safe to do so, all students will have opportunities to participate in field trip experiences and more than one extracurricular activity. We will support College readiness by providing students with rigorous, research, and a standards-based curriculum with frequent monitoring and academic support when necessary. AVID Elementary will continue to provide the structure for helping our students prepare for college and careers.

Garfield has the commitment to focus on classroom and community contentedness. Mutual trust and respect between District, Community, and School will be earned by valuing stakeholder input through meetings, training, and surveys. The results of these surveys serve as an integral part of the decision-making process to increase student achievement.

#### Strategy/Activity 1

In order to ensure equitable access for all students to the core instructional program, a strong system of Positive Behavioral Interventions and Supports (PBIS) is firmly in place, and self-reflection, is ongoing. This system includes student and teacher training, a site-based PBIS committee that meets monthly to discuss PBIS implementation and data, and all staff working together to create a climate of success and positive behavior. Staff members will use effective practices for supporting positive behavior throughout the school day and our administration will support and monitor those practices. Students exhibiting challenging behavior may receive family-involved intervention and support in order to ensure a positive learning environment for all students. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior. An SEL curriculum was adopted by the District to support our PBIS goals.

#### Budgeted Amount:

1,000

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#### Strategy/Activity 2

Creating a culture of rigor, college success, and 21st Century Learning Environments:

\* Continue to implement school-wide systems such as AVID and PBIS to promote a culture of success, growth mindset, and self-determination, and maintain a level of rigor that challenges and supports students. Provide updated training on the use of Thinking Maps and how it supports AVID, writing, and thinking across the curriculum. Teachers will be trained on best practices to maintain rigor and implement a growth mindset. Teachers, counselors, and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy.

\* In order to make learning in line with the demands of 21st-century college and careers, regular, thoughtful technology implementation will be encouraged in classroom instruction. Teachers will continue to be encouraged to participate in professional development opportunities regarding how to better integrate technology and applications into their curriculum.

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\* New technology, updated devices/computers, internet-based programs, software, and hardware will be purchased to support career readiness and 21st Century Learning Environments.

\* Relevant instructional supplies and print-shop materials will be purchased as needed.

**Budgeted Amount:**

10,732.75

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**Strategy/Activity 3**

A referral and monitoring process for students not making academic growth and/or who have social-emotional and behavioral concerns is solidly in place. Holding regular SST, COST, Safety, and PBIS meetings that are responsive to staff and parent concerns, offer Staff training as it relates to PBIS (understanding children with special needs, from poverty, ELs, etc.) as well as parent training so that they understand this system; books and other training and materials may be needed.

Staff training on how to identify risk factors and behaviors in order to improve the social-emotional wellness of all students, and identify and support students demonstrating at-risk behaviors. Social-emotional counseling and support will be provided for those who qualify; a referral process will be in place. Our community liaisons (FACE worker, Community Schools Coordinator, and Padres Unidos) may work with those families to find additional support as needed.

Decrease chronic absenteeism and tardiness by monitoring those at risk of becoming disengage; appropriate intervention will occur as needed. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school.

**Budgeted Amount:**

11,414.50

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**Strategy/Activity 4**

\* Provide enrichment opportunities for all students: at least two educational field trips (transportation, admission fees) per year for all classrooms, support the 5th grade Outdoor Ed/Science camp, virtual field trips (admissions), college and career events, and STEAM-related family nights. This may also include opportunities for students to participate in activities that promote healthy habits such as Kids Run the OC (admissions, incentives, transportation)

\* Parent and student enrichment and technical support: Extending library, computer lab, and STEAM lab hours providing it is safe to do so

**Budgeted Amount:**

6,354.94

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**Total Expenditures**

29,502.19
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**Goal 2 - English Language Arts**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

All students will have equitable access to a high-quality English Language Arts program. Our students will strive for proficiency in reading by faithful implementation of the District adopted Benchmark Advanced reading program fortified with rigorous, research-based, instructional approaches.

Students will utilize computers equipped with internet access to aid learning of the content standards for targeted, personalized

learning. Students will have routine access to Internet-enabled technology at school, home, or after school. Additional, personalized, and focused instruction during small group workshops, intervention programs, and/or after-school tutoring and/or enrichment will be provided by certificated and classified personnel. Provide robust, age-appropriate books and periodical collections in our library.

For the 2023-24 school year in Reading/Language Arts: 1. Encourage teachers to attend District training when offered; 2. Build capacity with lead teachers; 3. If possible, provide additional grade-level collaboration time to align instruction and strengthen routines and procedures; 4. Continue intentional use of selected AVID strategies (e.g. close reading, 2-3 column note-taking, and Costa's Levels of Questioning); 5. Continued use of targeted small differentiated group instruction; 6. Continue to encourage 3rd-5th grade teachers to utilize SBAC Interim Assessments, and K-5 teachers, Benchmark Interim and Unit Assessments, to help inform and adjust instruction in ELA; 7. Focus on writing and critical thinking with a renewed and updated training on Thinking Maps; 8. A referral process is solidly in place for students in need of more support.

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### **Strategy/Activity 1**

All students have access to the core ELA program through the Benchmark Universe curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support. In order to promote reading fluency and proficiency, additional texts and supplemental software programs may be purchased to support language enrichment. Enrichment opportunities, providing it is safe to do so, will be offered to all students in reading and may include field trips, new library books, extended library hours, reading incentives, Battle of the Books, or other similar enrichment.

Professional Development (both in and out of the school day) and coaching (as needed) as it relates to the successful implementation of Benchmark Universe may be offered. Teachers are notified in a timely manner regarding District sponsored staff development and are encouraged to attend and share information gleaned with the staff (as appropriate) and/or grade level team. Promote on-site and off-site workshops on effective instructional techniques, approaches, and support especially as it relates to instruction. Provide release time and/or substitute coverage as needed, for the following: assessing students, data chats, coaching support, observing demonstration lessons, additional collaboration time, integration of technology, SSTs, and other professional development related as it relates to reading.

Teachers will analyze assessment data in order to evaluate student progress and plan instruction. In their grade-level teams, Teachers will monitor and analyze student assessment data to increase student achievement in Language Arts and share best practices. If needed, additional funding for teachers to collaborate outside the instructional day may be provided.

A key component of our reading plan is the integration of our blended learning programs: Accelerated Reader, LEXIA Core 5 (District supported), and for the 2023-24 i-Ready Reading. For those without stable internet and for additional enrichment opportunities, our library and computer lab may be extended as need and funding permits. New technology, updated devices/computers, internet-based programs, software and hardware, and relevant instructional supplies and print-shop materials will be purchased as needed to aid in the integration of the CCSS.

### **Budgeted Amount:**

11,447.77

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### **Strategy/Activity 2**

Students at risk of not meeting ELA standards are identified for academic intervention and offered after-school tutoring and are given access to differentiated online programs. Student progress will be monitored on a regular basis and modifications in the program will be made as

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necessary. The lowest-performing students and those performing three or more grade levels below standard and struggling academically are first referred to the Coordination of Services Team (COST) and if the student continues to not make progress, the Student Success Team (SST). Collaborative meetings will be held between teachers, parents, students, counselors and/or administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process when needed.

If feasible, provide for at least one Instructional Assistant to lower teacher-to-student ratio in targeted grades during CORE, workshop, and ELD time. This teacher may also work with newcomers and help support the classroom teacher with progress monitoring.

**Budgeted Amount:**

1,831.50

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**Total Expenditures**

13,279.27
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**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

All English Learners (ELs) have equitable access to a high-quality English Language Development (ELD) instructional program. Utilizing the Benchmark Advanced ELD program, which includes daily explicit designated ELD instruction at the students' proficiency level, as well as, integrated ELD embedded in the ELA program, it is our goal that all of our ELs will make growth as measured by both the District (ELD Rubric) and State (ELPAC) assessments.

Teachers will provide systematic designated ELD instruction daily based on our District ELD program. ELs will be assigned to ELD groups based on District and State assessments as well as teacher recommendations and student work samples. ELD groups will be flexible based on student progress. Initial placement will tentatively be formed based on the prior year's placement and scores grouping will be adjusted accordingly as data becomes available. All teachers will be encouraged to complete "Learning How English Works" professional training.

Second, through fifth grades, may team or partner during designated ELD Instruction utilizing the Benchmark Advance and will utilize writing samples to support instruction; 2. Use writing artifacts as a formative assessment tool to support ongoing responsiveness to ELD; 3. Provide additional after-school tutoring for Long Term English Learners (LTELs) and to students who are on the verge of reclassifying based on ELPAC results; 4. Developing ELAC capacity by continuing working with parents so they understand how to monitor their child's growth; 5. Ensure structured language practice strategies are in place throughout the day. In addition, District Curriculum Specialists will be utilized to support ELD instruction and implementation in the upper grades.

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**Strategy/Activity 1**

All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained on best practices to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. Students will utilize classroom computers equipped with internet access to aide student learning of the content standards. Additional materials and technology hardware/software needed to support ELD objectives may be purchased as needed. Computer Tech may support the students,

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families, and the teachers using the program as needed outside school hours. Relevant instructional supplies may be purchased to meet our ELD goals.

Implementation of an integrated standards-based ELD approach throughout the day as appropriate. Student data will be analyzed in a timely manner to inform instruction and improve student achievement. All teaching staff will continue to be trained in the ELD standards and our ELD program. Provide additional targeted professional development within school hours directed by the District Curriculum Specialists for 4th and 5th-grade teachers so more of our upper-grade students reclassify. Our staff will continue to attend staff development targeted to the EL population and assessment offered on campus (lead by staff members) or off-campus as need and funding permits.

Grade level teams will use collaboration time to plan the ELD teaming teaching curriculum and decide how to maintain and support English Learners with appropriate materials and resources. Time will also be used to discuss student progress and make instructional adjustments as needed. Instructional supplies will be purchased to support our EL goals.

**Budgeted Amount:**

1,666.67

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**Strategy/Activity 2**

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner tutoring where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students individual needs and provides additional support so that students continue to make progress towards acquiring English. Instructional assistants may be used to work with newcomers.

**Budgeted Amount:**

3,175.50

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**Total Expenditures**

4,842.17
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**Goal 4 - Math**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

All students will have equitable access to a high-quality curricular and instructional program in Mathematics. All students will have the foundational skills necessary to be successful in algebra. To support the District goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade, the Measure of Academic Performance (MAP) results and Math Expressions publisher assessments, will help guide and inform instruction. A baseline for monitoring progress will begin with the first administration of these assessments.

One of our school priorities for the 2022-23 school year is on the mathematical achievement of our students. Our plan includes 1. Focus on using the Math Expressions online tools (Think Central) for in-class instruction and intervention; 2. Encouraging teachers to take additional PD in math instruction and on how best to use the CAASPP Interim Assessments to guide instruction; 3. Continue

partnership with District Math Curriculum Specialist to develop Math Workshops for parents and teachers; 4. Integration and teacher training in the successful implementation of i-Ready as a support to the CORE instruction.

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**Strategy/Activity 1**

Grade-level teams will analyze student work and assessment results to inform their instructional planning and pacing. During collaboration meetings, teachers will analyze student data and discuss lessons and instructional strategies that help increase student achievement. Teachers will meet with students to discuss goals and achievements in the area of mathematics.

Training, ongoing collaboration opportunities, demo lessons, and coaching will be provided to teachers by our District, and other on-site personnel. Integration and teacher training in the successful implementation of i-Ready as a support to the CORE instruction.

Relevant instructional supplies and print-shop will be purchased and need and funding allow. To help aid students in mastering content standards, students may utilize classroom computers equipped with internet access to practice mathematical concepts. Software, internet-based programs, and hardware may be purchased to support mathematical understanding.

Continue to implement ST Math (MIND) in all grade levels. Mind Institute ST Math is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer-based activities and lessons.

**Budgeted Amount:**

8,847.19

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**Strategy/Activity 2**

Tutoring/Academic Support: Small group instruction will also be utilized by the classroom teacher and/or a math intervention teacher (if feasible). Additional tutoring based on student instructional needs may be provided outside the instructional day. For students who are performing at the Strategic or Intensive level in mathematics, an academic support plan may be developed in partnership with the COST and SST teams which include the classroom teacher and parent(s).

Tier III students in need of substantial support will be discussed in COST and SST meetings to determine if further academic testing is required.

**Budgeted Amount:**

1,831.50

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**Strategy/Activity 3**

Student enrichment: Select Fourth and Fifth-grade students may participate in a Math Club after school hours and prepare for a Math Field Day. Other enrichment opportunities in the area of math may be provided, including field trips. Staff may help provide differentiated (including enrichment and accelerated instruction) in mathematics within or outside the instructional day.

**Budgeted Amount:**

1,831.50

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**Total Expenditures**

12,510.19

**Goal 5 - Content Area Goal****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

All students will have equitable access to high-quality content area instruction which includes but is not limited to: Social Science, Science, Health, Physical Education, and Visual and Performing Arts (VAPA). Our students will reach proficiency in the content areas fortified with rigorous, research-based, instructional approaches found within the CCSS and the 21st Century Learning and Innovation Skills. Reading, writing, and oral language standards will be integrated and reinforced throughout the content areas so that students begin to understand these as connected and not isolated. Teachers will utilize assessments in the given area to determine proficiency and adjust instruction.

Students will utilize computers equipped with internet access to aid learning of the content standards for targeted, personalized learning. Students will have routine access to Internet-enabled technology at school, at home, or after school. Additional, personalized, and focused instruction during small group workshops, intervention programs, and/or after-school tutoring and/or enrichment will be provided by certificated and classified personnel.

In order to support our NGSS and STEAM goals, personnel support, training of all instructional staff (both in and out of the school day and school calendar), and material support for the successful implementation of our new STEAM Lab, STEAM-related items for the STEAM lab, and science kits that support the NGSS. Support for our 5th graders to attend a multi-day ECOS experience at camp.

All third through fifth graders will have the enrichment VAPA opportunity to join the Disney Musicals in Schools program and participate in producing a musical in the Spring. Additionally, all third through fifth grade students have the opportunity to participate in our Robotics Club.

Professional development in the area of the new Social Science framework, other content, and the Visual and Performing Arts will be encouraged.

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**Strategy/Activity 1**

In order to support our NGSS curriculum and STEAM goals (both in and out of the STEAM lab), as funding allows, provide personnel support, training (both in and out of the school day and school calendar), and material support for the successful implementation of STEAM-related curriculum. Providing it is safe to do so and funding allows, support the overnight 5th-grade science camp.

Science Family Nights will be supported as will after-school enrichment opportunities in the area of STEAM (robotics, Engineering, etc.).

Support the "Disney Musical in Schools" annual production (related material, equipment, and supplies).

Relevant instructional supplies will be purchased to meet the goals of the school in this area. Support virtual and in-person field trips as needed.

**Budgeted Amount:**19,771

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**Strategy/Activity 2**

Exposure to the Arts also helps develop well-rounded citizens and very few of our students have any exposure to the performing arts outside of a field trip. We are in our 2nd year in partnership with the Disney Musicals in Schools program and ongoing support will be needed to continue to make this an enriching and positive experience for our 3rd-5th grade students producing a musical.

**Budgeted Amount:**

3,750

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**Total Expenditures**

23,521.00
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## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

**Building Parent Capacity:** Parents play a key role in student achievement, so building parent capacity and confidence is key. Our student's parents are strongly encouraged to participate in the monthly parent meetings, school committees, FACE workshops, and school-wide celebrations and events that take place at our school. Parents are notified of special events through a variety of means and all efforts are made to communicate with parents in their home language.

**Positive First Contact:** It is our utmost goal, that when parents first enter or call our school office, their experience is a positive one. Parents are immediately greeted and welcomed into our office and their needs are addressed as quickly as possible. For those who are allowed on campus, it is our goal that they are quickly processed through the Raptor System and provided with a badge to come on campus.

**Support for Families in Need:** For our most vulnerable population, a McKinney-Vento Liaison is available to help families who are experiencing homelessness as well as our full-time "Family and Community Engagement" (FACE) worker, and our Padres Unidos Community Liaison. Our Padres Unidos Liaison is available twice a week by walk-in or appointment for any family in need of support with social services or helps with a child. Our Padres Unidos Community Worker, along with our FACE worker, works in tandem using their different strengths and expertise to better serve our community. When it is safe to do so, our School Wellness Center (located adjacent to our campus) will be open for families and staff to use.

**Parent Feedback:** It is our goal that all stakeholders will work in a healthy, safe, and secure environment that supports student learning. This will be measured by annual surveys given to students (CHKS), parents (CSPS), and staff (CSCS), as measured by PBIS data collected at the site level. All parents, staff, and students will also participate in an annual school satisfaction survey developed by the school. PBIS will continue to be a focus for the school evolving and improving its implementation based on this feedback; parents are encouraged to take an active role.

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#### Strategy/Activity 1

**Building parent capacity:** Parents play a key role in student achievement and parent participation will continue to be encouraged. Providing it is safe to do so, our students' parents are strongly encouraged to participate in the PTA, school committees, workshops, and school-wide celebrations and events that take place at our school. We want to encourage parents to participate as volunteers, attend meetings, workshops, or events, and/or participate in school committees. Actively promote and support the continued growth of the PTA and foster parent leadership within this group. Continue to enlist parent volunteers for the SAELI which trains parents to be community liaisons for our future Gators who are too young to attend school. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide snacks and childcare as needed for these meetings. Hold regular recognition and celebration events (both in person and virtual) in order for our parents to feel welcome at the school and to take pride in their child's accomplishments. We will continue to support and promote activities that actively involve caregivers such as seasonal festivals, book fairs, Jog-a-Thons, a talent show, 5th-grade promotional activities, grade-level performances, and schoolwide exhibitions (such as STEM and Math Family nights, science fairs, social studies displays, etc).

Encourage all parents to take part in the school-wide and District Parent Satisfaction surveys, LCAP meetings, and attend the meetings when feedback is shared.

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Parents are notified of special events through a variety of means, and, all communication with parents is in their home language. Parents are notified of special events through a variety of means: ParentSquare, monthly Principal Newsletter, fliers, teacher contacts, banners, school marque, email, and phone messages. Classroom teachers are expected to communicate on a regular basis with parents; school-wide staff members communicate on a regular basis through ParentSquare. All communication with parents is translated into their home language when feasible; Instructional assistants and other staff may be utilized for this purpose.

At our Title I Parent meetings, present the Parent- Student-Teacher-Administrator Compact as well as homework, discipline, and attendance policies that will be used school-wide. Parents are encouraged to participate in the revision process of these documents. We will monitor and record, student office referrals, suspension, and expulsion rates through the AERIES system and actively work with parents to reduce these referrals and encourage regular attendance.

All school personnel, parents, and students will help maintain a clean and orderly campus and report issues to the custodial staff as needed. Provide a clear process to report facility issues in a timely manner and to be monitored by the administration.

**Budgeted Amount:**

2,782.18

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**Strategy/Activity 2**

For now, our Family and Community Engagement (FACE) worker works out of our school office and conducts parent training both virtually and in-person at our Garfield Family Wellness Center. The resource center is run, in part, by our FACE worker and will have a variety of educational tools and community resources available to all families in the community.

A Padres Unidos Community Worker will be on campus twice a week to connect families in need with social services and community resources. The community worker will also help target families who would benefit from Padres Unidos Parent workshops who have children with challenging behaviors (as need and funding permits).

Our Padres Unidos Community Worker and our FACE worker, work in tandem bringing different strengths, resources, and expertise to better serve our community. Both frequently collaborate to provide a deeper level of support for our families. When it is safe to do so, our School Wellness Center (located adjacent to our campus) will be open for families and staff to use.

**Budgeted Amount:**

25,000

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**Strategy/Activity 3**

Parent Training/Workshops: Based on parent feedback through surveys, parent meetings, and committee suggestions invite community agencies/organizations and District-sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Parent workshops through Padres Unidos will continue to be supported as requested by our parents and will technology classes. Parents will be actively encouraged to help lead and recruit for these workshops.

Provide grade level and/or topic-specific family workshops lead by our staff that equips parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity.

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So that incoming students transition smoothly into kindergarten, offer parent training in the spring and/or summer that focuses on best practices to help prepare their children for Kindergarten that can be easily implemented in the home.

**Budgeted Amount:**

500

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**Strategy/Activity 4**

(currently on hold) Padres en Accion: Parents are encouraged to be a part of our Padres en Accion recess team. Padres en Accion trains parents to lead students in play at recess. It is a fun volunteer opportunity for our parents to get moving, know our students better, as well as be a visible presence on campus for their children.

**Budgeted Amount:**

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**Total Expenditures**

28,282.18
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## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	29,502.19
Goal Area 2, English Language Arts	13,279.27
Goal Area 3, English Learner Progress	4,842.17
Goal Area 4, Math	12,510.19
Goal Area 5, Content Area Goal	23,521.00
Goal Area 6, Parent Engagement	28,282.18
<b>Total Funds Budgeted</b>	<b>111,937</b>