

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

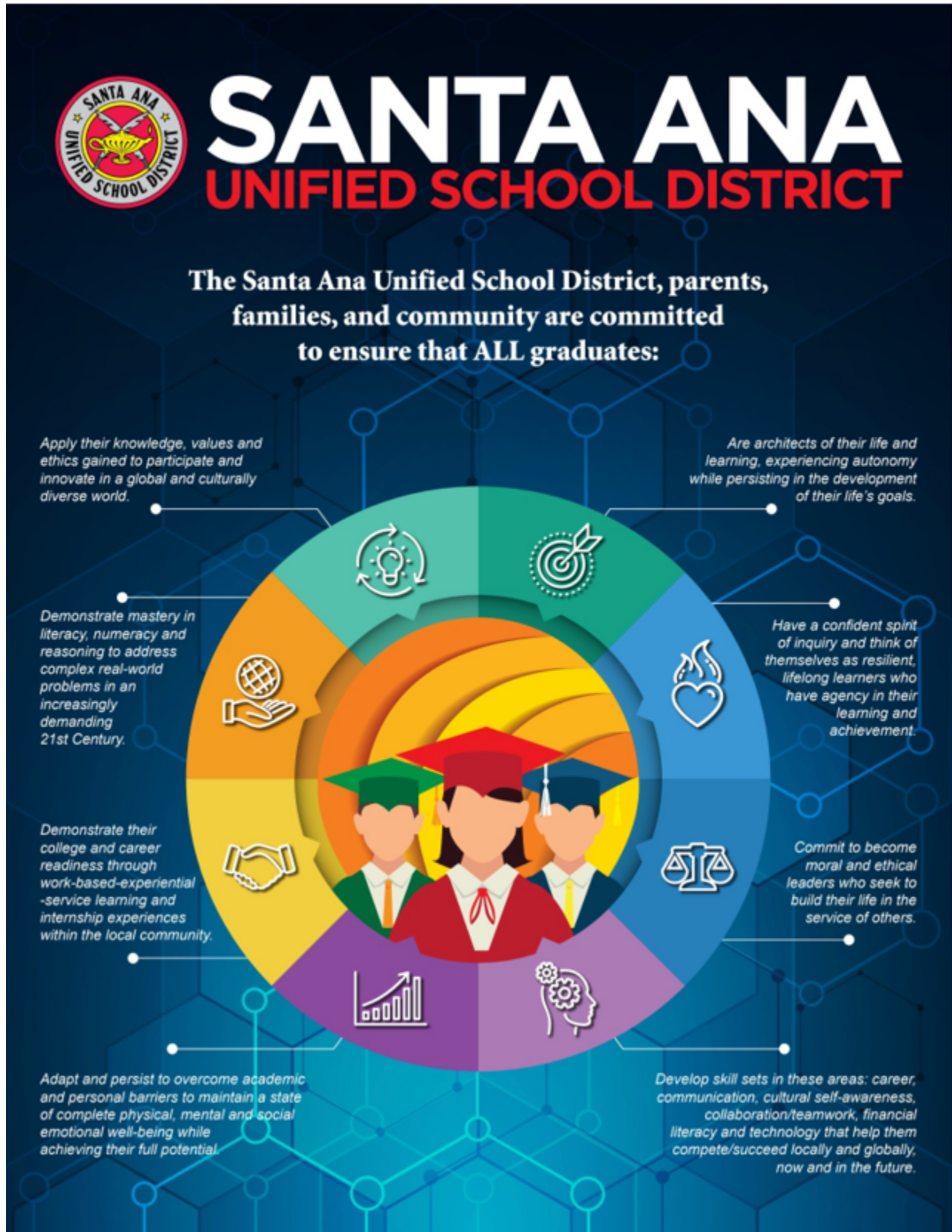


Abraham Lincoln Elementary

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.

School Climate and Vision Goal:

Abraham Lincoln Elementary will work to create a community that fosters student engagement, safety, and academic rigor to ensure our scholars develop positive behavior traits and become productive and contributing members of the local and global community. Our mission is to provide a clear, cohesive system across the school that will allow for the academic, social-emotional, and behavioral needs of all students to be addressed within a Multi-Tier System of Support (MTSS) to promote student success. MTSS is a well-integrated system of instruction and intervention guided by student outcome data for making decisions in both general education and special education settings. MTSS is a multi-tiered approach that requires high-quality empirically-based core instruction, intervention and supports, and ongoing student assessment that are implemented with fidelity.

Strategy/Activity 1

Attendance improvement and student engagement:

Tier I: All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming disengaged and appropriate intervention will occur as needed, through family communication and consistent support.

- PureGame is a Recess program that teaches students positive behavior through structured play. The coaches have physical education activities designed each week to reinforce positive behaviors in virtual meetings and recorded lessons.
- Lincoln's PAWS-itive Message monthly character education theme paired with Second Step Social Emotional Wellness curriculum
- Weekly Bulletin highlight for classes having perfect attendance
- Students attaining monthly perfect attendance are recognized with certificates and prizes and shared through our social media platforms
- Continue to communicate with parents by means of Parent Square, newsletters, parent meetings, and parent/teacher conferences to share the action plan to carry out the school vision, mission, and core values.
- Additional activity monitor support with the supervision of students

Tier II: Students identified at-risk and demonstrating habitual absences patterns, will be required to have meetings and discuss possible concerns and needs to ensure education is not interrupted and maximum possible attendance and engagement.

Tier III: Students identified at-risk and are chronically absent, individual student success teams will be organized to best support students and their engagement in school.

Schoolwide positive behavior program:

Tier I: Schoolwide program to support positive behavioral outcomes for students. This strategy includes teachers training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will 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.

- Promote and model the positive characteristics of the PBIS program. Frequently delivered incentive awards and recognition of students who are respectful, responsible, and results driven. Provide counseling services to Tier III identified students.
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- Formal documentation of student discipline issues including the consequences applied through the Office Discipline Referral (Majors and the Lincoln Discipline Referral (Minors)). Data will be inputted into AERIES and Google Forms.
- Character Education Weekly Lessons - Lincoln's PAWS-itive Message taught school-wide every start of the week based on monthly themes.
- Second Step Social Emotional Wellness curriculum taught weekly

Tier II: Students identified at-promise and demonstrating habitual behavior issues, will be required to have meetings and discuss possible concerns and needs to ensure education is not interrupted and behavioral intervention supports are provided.

Tier III: Students identified at-promise and have intensive behavioral needs, individual student success teams will be organized to best support students and their behavioral supports in school.

Budgeted Amount:

11,778

Strategy/Activity 2

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

Tier I: Schoolwide Program including AVID to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. 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. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be trained on how to integrate technology into their curriculum. In addition, various college and career promotion events will be held to pique students' interest in possible fields of study and future careers. Students at risk of falling off college and career success will receive close monitoring and careful guidance through various student success committees.

Tier II/III: Selected teachers will help implement COST and Restorative Justice practices for Tier II/III

Budgeted Amount:

500

Strategy/Activity 3

Socio-emotional counseling and support:

Tier III: The Second Step Program is a district adopted to provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-promise behaviors. Teachers will be trained on how to identify potential signs of trouble and a consultant/counselor will meet individually with students and provide tier III individualized support and mental health referrals where necessary.

Budgeted Amount:

Total Expenditures

12,278.00

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:

Abraham Lincoln staff will be able to implement instructional strategies alongside Benchmark Advance for instructional target teaching of metacognitive reading strategies for Close Reading of informational and literary texts. Students will be able to read closely and analytically, produce well-grounded writing for a range of purposes, employ effective listening and speaking skills, as well

as, engage in research and inquiry to investigate topics and present on them.

All students will improve their English Language Arts scores by 10% as evidenced by the District Benchmark Assessments administered three times a year, DIBELS, MAP, STAR Renaissance and English Language Proficiency Assessment (ELPAC) and the Alternative English Language Proficiency Assessment (AELPAC) by May 2024.

Strategy/Activity 1

Core ELA Program:

All students will have access to the core ELA program through the Benchmark curriculum both digitally and in print. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. In order to promote reading fluency and proficiency supplemental software programs assessing student reading proficiency will be purchased as well as school-wide summer reading texts at each grade level. Teachers will be trained on best practices to promote language development and create an environment where rigor and language production is valued.

- Continue to fully implement the District adopted Benchmark Advance Program and in doing so effectively teach the grade-level standards, skills, and concepts to all students.
 - Follow the District's ELA Curriculum Map to ensure that students are taught all grade-level standards and skills in a systematic manner.
 - Prepare students for the Common Core State Standards, by providing students with the opportunities to access complex text, engage in collaborative academic conversations, and conduct performance tasks to demonstrate mastery of learned standards.
 - School-wide Reading Campaign with the support of ELAC subcommittee to improve reading comprehension and fluency for English Language Learner Students and English Only Students.
 - Lincoln school commits to focus on developing and expanding the use of students' comprehension skills, academic vocabulary, and higher-order thinking skills by reading across the curriculum and engaging in collaborative academic conversations.
 - Teachers will access and utilize the Smarter Balanced Interim Assessment Blocks and Digital Library in order to find classroom activities or lessons to enhance their instruction and professional learning. The Digital Library features nearly 3,000 resources created and approved by teachers.
 - Document Cameras and LCD projectors will be replaced as needed to enhance instruction with visual aids.
 - Students' engagement in oral and choral reading will be enhanced by students recording their reading digitally.
 - Desktop computers, laptops, Chromebooks, IPADs, and peripherals such as portable Chromebook carts, chargers, and sleeves will be acquired to stream videos as well as explore websites for an entire class or small group of students in order to support instruction.
 - Computers employed both at school and home to run technology-based programs will provide personalized opportunities to learn basic reading skills.
 - Transitional Kindergarten through fifth-grade students will use the LEXIA to further provide a systematic and individualized web-based reading that allows students to learn and practice their literacy skills both at school and home.
 - Headphones will enable students to independently progress through technology-based reading programs with no distractions. Improve reading and listening skills.
 - Web-based ELA, Math, and NGSS Program available in every classroom.
 - Web-based Lexia Core5 Reading Program available in every classroom.
 - Bi-monthly grade-level meetings to analyze data and student work in order to drive instruction.
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- Administration will meet with teachers during scheduled data chats to discuss student performance on assessment and discuss ideas to improve instruction.
 - Speech and debate enrichment opportunities.
 - Teacher professional development conferences.

Budgeted Amount:

22,521

Strategy/Activity 2

Tier II ELA Program:

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

- Daily in-classroom intervention instruction for under-performing EL students.
- Small Group Target Instruction, where the teacher differentiates instruction to both small groups and individual students on a daily basis by using the Lexia, digital programs, and phonics/fluency practice.
- Small Group Instruction Before and After School will be provided to students needing intensive and strategic interventions.
- Parenting Skill Classes Workshop

Budgeted Amount:

7,800

Strategy/Activity 3

Tier III ELA Program:

The at-risk lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the Coordination Of Services Team (COST) and/or the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students, counselors, and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

- Administration will schedule SST meetings with teachers and parents to discuss student academic and behavioral struggles and set up measurable learning goals to improve student performance
- Administration will meet monthly with parents during parent meetings to educate parents on Data, Best Practices, Accountability, ELA Instruction, Standards

Budgeted Amount:

500

Total Expenditures

30,821.00

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:

Abraham Lincoln Elementary English Learners (ELs) will improve their language proficiency because we have a belief that a sustained focus on the strengths and needs of individual ELs will increase their linguistic capital to be able to communicate across the four domains-Reading, Writing, Speaking, and Listening. A persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence will help students extend their language interactions within collaborative conversations and throughout their college and career paths.

We will implement a Designated English Language Development Model that will provide our English Learners small group differentiated instruction for Emerging, Expanding, and Bridging language proficiency levels, utilizing leveled language frames, and mini-lessons that support the development and understanding of language functions.

Strategy/Activity 1

Tier I ELD Program:

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 that are applicable in class or in a virtual setting.

- Designated ELD will be taught 30 minutes a day, 5 days a week. Students will be taught their ELD lesson through differentiated instruction at their Proficiency Language Level- Emerging, Expanding, and Bridging.
 - The designated ELD instruction period will focus on supporting ELs in developing the English language knowledge, skills, and abilities they need to be successful in content instruction.
 - Designated ELD will continue to focus on developing the students' proficiency in areas of need based on their performance on the ELPAC.
 - Differentiated content instruction using a variety of strategies such as GLAD, Sentence Frames and Thinking Maps during Designated ELD.
 - Students will participate in field trips that offer exposure to realia and increase academic and content-based vocabulary.
 - Teachers will integrate the use of technology such as ELMOS, digital cameras, computers and laptops, PowerPoint presentations, etc. to enhance ELD instructions and increase EL engagement and improve performance.
 - All classrooms will be provided with headphones with microphones that allow students to effectively interact with Lexia and Rosetta Stone
 - PD for Designated ELD is being provided by the District Office, Curriculum Department in relation to the implementation of Benchmark Advance.
 - Bi-Weekly Collaboration meetings to analyze the data, discuss ELD progress, identify and share best practices.
 - Future Ready Coach supporting support in English Learner Professional Development
 - Parent Notification Letters are sent home to notify parents of their child's performance on the ELPAC. ELAC and DELAC Meetings for parents to provide input into the school's program for ELs and make recommendations to the SSC.
 - SSC and ELAC Meetings to share information about student achievement and specific needs of ELs.
 - Parents are invited to attend award ceremonies to honor their children for their accomplishments in ELD, and for meeting Reclassification criteria.
 - Students demonstrate their level of self-efficacy, pride, and self-confidence in their acquisition and use of their oral English language skills by engaging in the presentation of cultural events, academic research projects, readers' theater, and other language-based performances in front of a large audience (parents, students) or through a virtual digital platform.
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- The sound system in the MPR will help enhance student performances and presentations, thereby increasing student engagement as per LCAP goal #2.
- As EL parent representatives, ELAC members will have the opportunity to further expand their awareness of and keep updated about the current ELD standards, the language proficiency assessments, and the ELD performance levels by having the opportunity to attend EL focused conferences.
- Systematically review the performance of students who are candidates for reclassification.

Budgeted Amount:

1,000

Strategy/Activity 2

Tier II ELD Program:

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.

- Small Group Instruction for Beginners/Newcomers will be offered to students through a COST Referral
- Systematically review the performance of students who are candidates for reclassification.

Budgeted Amount:

2,500

Strategy/Activity 3

English learners identified at-risk of becoming long term English learners and show signs of academic struggles due to limited English language fluency will be placed in the tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs and ensure student success.

Budgeted Amount:

1,500

Total Expenditures

5,000.00

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:

Abraham Lincoln Elementary students will demonstrate improved mathematics literacy achievement through the development of procedural and conceptual lessons. These standards-based lessons will be tied to the four math claims and standards of mathematical practice for mathematical rigor. This will help students with problem-solving, conceptual understanding, and procedural skills.

Through the implementation of the MATH EXPRESSIONS Program and the Irvine Math Project, in TK-5 classrooms, all students will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade as measured on

the Measure of Academic Performance (MAP) and increase their Overall Proficiency Scores by 10% from Math Extended Response Benchmark 1 to Math Extended Response Benchmark 2. The District Extended Response Assessment will be used to monitor progress and guide instruction.

Strategy/Activity 1

Core Math Program:

All students will have access to the core Math program through the Math Expressions curriculum in both print and digital formats. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. Teachers will be trained on best practices to promote math practices and create an environment where rigor and language production is valued.

- Fully implement the Math Expressions and Irvine Math Project in K-5 classrooms in order to ensure that all students receive grade-level appropriate instruction. Supplemental instructional materials, equipment, and supplies will be made available to enhance the core and support all students in successfully accessing the grade-level math curriculum.
- Ensure that all instructional materials are received, inventoried, and delivered to teachers in a timely manner before the first day of school.
- Follow the State Mathematics framework, District Common Core-aligned Math Curriculum Maps to ensure all students are being taught all grade-level appropriate standards.
- Administer chapter tests and unit assessments.
- Analyze test data and plan effective instructional strategies and interventions based on student academic needs.
- Students will use the District published Common Core State Standards Units of Study which provide students opportunities to access complex texts, hold collaborative academic conversations, explain and demonstrate mathematical reasoning, and participate in performance tasks to demonstrate mastery of standards learned.
- Classroom teachers will utilize student data from Math Expressions assessments, MAP assessments, and SAUSD Benchmarks to provide small group and one-on-one interventions scheduled instructional block.
- Interested Teachers will hold after-school Math Clubs to provide enrichment opportunities using technology and games
- Teachers and students will continue to use the document camera and LCD projector to model math concepts, procedures, problems, and solutions
- Teachers and students will continue to use Chromebook computers and LCD projectors to stream math-related multimedia to supplement math lessons
- Bi-monthly grade-level meetings to analyze data and student work in order to drive instruction.
- Students will be given an opportunity to use Chromebooks to access software and Web-Based programs (M.I.N.D. Research) to increase their Mathematics skills using highly motivational self-pacing drills and practice games.
- MIND ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning Math.
- Teacher receive ongoing training on how to implement the Common Core State Standards and Units of Study to effectively teach

math.

- Mini-lessons using SBAC released items.
 - Math Standards Check Off.
 - Administration will meet monthly with parents during parent meetings to educate parents on Data, Best Practices, Accountability, Math Instruction, Standards.
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- Parent and Teacher conferences two times a year.
 - Progress Reports informing parents of student's progress in Math. An initial report will be sent in the Fall for all students, and a Winter report only for those students who are at risk of not meeting the standards.

Budgeted Amount:

3,000

Strategy/Activity 2

Tier II Math Program:

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

Budgeted Amount:

1,000

Strategy/Activity 3

Tier III Math Program:

The lowest performing students and those performing three or more grade levels below standard and struggling academically are referred to the Coordination of Services Team (COST) and/or Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in Math and monitor student progress. SEL counselors will be brought into the process where needed

Budgeted Amount:

500

Total Expenditures

4,500.00

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:

Abraham Lincoln staff will access the NGSS Framework to provide a sound, evidence-based foundation for standards by drawing on current scientific research—including research on the ways students learn science effectively—and identifies the science all TK–5 students should know.

Abraham Lincoln staff will access resources for developing quality physical education programs designed to provide students with the knowledge and ability needed to maintain active, healthy lifestyles.

Strategy/Activity 1

Tier I Science Program:

All students will have access to the core Science curriculum. Teachers and students will have weekly opportunities to go to the science lab to work on integrating knowledge and ideas used in

Benchmark Advanced and the Science NGSS connections to learn and have hands-on learning experiences. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. Teachers have been trained on best practices to promote the Science NGSS framework and create an environment where rigor and language production is valued.

- Educational Field Trips - In-person field trips and activities are coordinated to enhance students' understanding of core ideas.

Tier I Physical Education:

- Teachers provide students 100 hours of Physical Education on a weekly basis.

Tier I Arts

- All students will have access to Meet the Masters arts consultants to provide education about different artists and apply creative skills and create art pieces.
- Students in grade 4 will have OASIS International art consultants engage in critical thinking activities such as creative arts journalism, architectural design, and hip-hop classes to connect art with literacy

Budgeted Amount:

31,000

Total Expenditures

31,000.00

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.

School Parent Engagement Goal:

Abraham Lincoln Elementary staff will build a strong, informed, and productive partnerships between the school, parents and our community to increase student motivation, improve parent and community involvement at Abraham Lincoln Elementary to ensure academic success for all students.

In order to build a strong partnership that contributes to student achievement and the creation of a healthy, safe and secure school environment, Lincoln Elementary will provide abundant opportunities for strengthening an inclusive, responsive, supportive, respectful and collaborative environment for all parents and stakeholders via a strong and effective two-way communication system. In addition, All stakeholders will be involved in the decision-making process through various involvement opportunities such as monthly parent meetings, parenting classes, School Site Council, ELAC and DAC/DELAC participation. Our Family and Community Engagement (FACE) Worker is also a key member in providing our families with resources, Parent Square, support, and parenting classes to support the overall well being of families in our community.

Strategy/Activity 1

Parent outreach and support:

Schoolwide program with teachers, administrators, and FACE staff leading to identify family members in need of community assistance with housing or food insecurities and connect them to the appropriate community agencies. The school would contract with an outside contractor such as community partners, PTA, etc., that would link families in need to community services and counseling.

- Promote and encourage parent volunteerism, empowerment, and self-efficacy by providing training and support through the Wellness Center
 - Monthly and weekly parent education classes and activities are offered
 - Workshops on student achievement, best practices, and parents' rights will be provided.
 - Disciplina Positiva Parent training classes will be offered that teach parents to more effectively positive behaviors.
 - Parent Literacy Classes are offered
 - Parents are provided training on child development via Raising Highly Capable Student classes.
 - Announce workshops and parent meetings by means of Parent Square messages, flyers, monthly newsletters
 - Translation Services for parents of EL students during parent conferences and parent meetings
 - Information about events and activities will be disseminated in a timely manner via audiovisual equipment, weekly bulletins, and during general parent meetings in order to increase awareness of when school activities are calendared.
 - Front office will present a welcoming, respectful, and inviting environment
 - Encourage parents to attend parenting classes given by Padres Unidos.
 - Provide orientation on ELAC, SSC, and PTA
 - Encourage parents to assist by providing greeting services each morning to each of our students
 - Promote volunteerism in order to have parents on campus to support instructional programs by means of flyers, newsletters, and parent meetings
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- Parents will participate in training classes to learn activities that can be easily implemented in the home
 - Parents will learn to complete a checklist to assess their child's preparation for Kindergarten.
 - Parents will be provided parent training workshops in computer skills such as word processing, excel, PowerPoint, google docs, etc. in order to facilitate their children's access to ST Math, LEXIA, and Accelerated Reader at home.
 - Employ the use of software licenses as an intervention to support reading instruction and English Language Development both at school and at home.
 - Employ a web-based reading program license available to be used at school and home which provides all students the foundational skills necessary to become successful readers
 - Frequent parent workshops will be scheduled and conducted to explain the importance of ELPAC in the identification, progress monitoring, placement, and reclassification requirements.
 - Frequent parent workshops will be scheduled to explain the different ELPAC proficiency levels and the instruction available at school.
 - SSC meetings opened to the community are held on a monthly basis.
 - SSC members will have access to and the opportunity to discuss student performance and attendance data and make decisions for improvement and budgeting.
 - Parents will be informed and recruited for SSC/ELAC nominations via parent meetings, newsletters, and flyers.
 - ELAC members will meet 4-5 times per year to discuss and make recommendations to SSC members regarding student performance and attendance.
 - General ELAC Parent meetings will be held once a month to inform the community of EL students' performance on assessments and attendance.
 - DAC/DELAC representatives will be elected by their respective groups to attend the district's meetings. These representatives will share the information imparted at these meetings to the school site SSC/ELAC board members
 - Green carpet assemblies will continue to recognize student growth in all curricular areas, citizenship, and attendance.

Budgeted Amount:

6,000

Strategy/Activity 2

FACE Liaison and school staff will work together to reach out to families who may need extra interventions or resources.

Budgeted Amount:

Strategy/Activity 3

FACE Liaison, district social worker, and community partners will work together to support individual families with specific needs.

Budgeted Amount:

Total Expenditures

6,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	12,278.00
Goal Area 2, English Language Arts	30,821.00
Goal Area 3, English Learner Progress	5,000.00
Goal Area 4, Math	4,500.00
Goal Area 5, Content Area Goal	31,000.00
Goal Area 6, Parent Engagement	6,000.00
Total Funds Budgeted	89,599