

Lincoln Elementary

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the Single 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 Involvement 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 Single 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 - Cynthia Betancourt				X	
3. Peggy Harrison			X		
4. Shawna Havlich Turley		X			
5. Laura Evans Lavelle		X			
6. Shapree Smith		X			
7. David Constante				X	
8. Xiomara Mendoza				X	
9. Maria Bustamante				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Marisa Favila	<i>Marisa Favila</i>	3-22-17
SSC Chairperson	Cynthia Betancourt	<i>Cynthia Betancourt</i>	3-22-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$44,577 *
7090	LCFF Supplemental & Concentration	\$154,523
7091	LCFF for English Learners	\$86,487
TOTAL 2017/18 ON-SITE ALLOCATION		\$285,587

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$837
Remaining Title I funds are at the discretion of the School Site Council	\$43,740
Total Title I Allocation	\$44,577

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	27/68	N/A ³	31.49%	28.79%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	23/68	N/A ³	17.02%	23.89%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	17/66	N/A ³	23.81%	33.33%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	41/68	0.00% ⁴	48.44%	55.36%	45.43%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	14/63	N/A ⁶	30.49%	51.11%	3.03%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	21/63	N/A ⁶	36.59%	61.11%	9.09%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	59/67	N/A ⁷	N/A ⁷	14.97%	29.38%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	52/67	N/A ⁸	N/A ⁸	17.26%	30.89%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	31/68	11.59%	21.31%	17.03%	15.96%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	21/68*	30.86%	28.16%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	36/68	35.92%	40.63%	42.11%	37.99%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	32/68	95.77%	95.50%	95.11%	94.69%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	29/69	11.82%	13.04%	14.67%	14.44%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	23/68	N/A ¹⁰	N/A ¹⁰	31.20%	35.25%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	7.13%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	52/68	7.13%	2.05%	10.02%	10.41%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	56/68	0.00%	0.19%	0.18%	0.35%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	53/67	65.48%	56.80%	26.83%	25.48%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	28/68	N/A ¹³	N/A ¹³	72.18%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	64/69	N/A ¹³	N/A ¹³	57.34%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	28/68	N/A ¹³	N/A ¹³	59.84%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	20/68	N/A ¹³	N/A ¹³	73.07%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Lincoln Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	28.79	35	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	29.17	34	Other - Please specify within action
3751 - Students scoring maximum on the Math and ELA	51.11	61	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Lincoln Elementary students will be engaged in a rigorous, balanced literacy program to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the 2017-2018 ELA SBAC administration.

The balanced literacy program will include: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

2015-2016 ELA SBAC data indicates that 28.79% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase from the 2017 ELA SBAC data in the percentage of students scoring "Standards met or Standards exceeded."

2016-2017 District Interim ELA CFA#2 data indicates that 29% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase resulting in 34% of students scoring "Standards met or Standards exceeded" on the 2017-2018 District Interim ELA CFA#2.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District ELA CFA Interim Assessments
- Grade Level Common Formative Assessments
- DRP
- BAS
- KAIG
- Fluency benchmarks
- Sight word benchmarks
- BPST benchmarks

Owner(s):

- Teacher
- AC Team
- Lead Teachers
- Administration
- Resource Counseling Assistant (RCA)

Timeline:

- Daily, ongoing CFAs
- Wonders weekly and end of unit assessments
- District ELA CFA Interim Assessments

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

SEL Indicators:

- Feedback to teachers using ELA IPG Tenet 1
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teacher
- TSA
- Resource Counseling Assistant (RCA)
- Administration

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment/ data collection tool

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

Share performance data for ELA to parents at School Site Council meetings, IEP meetings, Student Study Team meetings, ELAC meetings, and teacher parent conferences. Share strategies with parents on how to support.

Describe Related Professional Learning:

- Backwards mapping of ELA standards.
- Data analysis and action planning by teacher, grade level, and school-wide
- Illuminate Test Development
- CFA development
- Technology to support literacy instruction
- Learning by Doing
- Visible Learning
- Making Thinking Visible

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- ELA Guaranteed and Viable Curriculum resources and materials
- Blended Learning/Differentiated Instruction/RTI
- Direct maintenance for repairs
- Substitutes for teacher planning, KAIG assessments, Student Study Team meetings, Data Chats, and peer observations
- Certificated Reading Tutors
- Resource Counseling Assistant (RCA)
- Bilingual Paraprofessionals
- Learning A-Z Licenses
- Starfall
- Other materials and supplies that support instruction including graphics and technology
- Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)
- Translators
- Copy machine maintenance

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrated ELD
- Talk moves/ accountable talk
- Language frames
- Bilingual Paraprofessionals
- Explicit vocabulary and grammar instruction
- Explicit instruction with teaching chart and language analysis

Lincoln Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Para, bilingual Spanish	\$ 12,280.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Para, bilingual Spanish	\$ 11,653.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		CT K/1	\$ 38,623.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.4375		CT 2/3	\$ 41,415.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SST	\$ 5,812.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for KAIG	\$ 1,743.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Grade level planning	\$ 6,974.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Contract	\$ 2,013.00
1	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Classified Supplemental Contract	\$ 1,999.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies	\$ 8,043.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies	\$ 25,699.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement	\$ 892.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$ 7,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 500.00
								Total	\$ 164,646.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	22.89	29	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	30.4	35	
3752 - Students scoring maximum on the KAIG in Math	61.11	65	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Lincoln Elementary will implement standards based Math instruction to support an increase in the percentage of students scoring "Standards met or Standards exceeded" on the 2017-2018 Math SBAC administration.

Students will receive comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

SMART Goals

2015-2016 Math SBAC data indicates that 22.89% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase from the 2017 Math SBAC data in the percentage of students scoring "Standards met or Standards exceeded."

2016-2017 District Interim ELA CFA#2 data indicates that 30% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase resulting in 35% of students scoring "Standards met or Standards exceeded" on the 2017-2018 District Interim Math CFA#2.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Math CFA Interim Assessments
- Grade Level Common Formative Assessments
- GoMath Assessments
- BBF quarterly assessments
- FASTT Math data

Owner(s):

- Teacher
- AC Team
- Lead Teacher
- TSA
- Administration
- Resource Counseling Assistance (RCA)

Timeline:

- Daily ongoing CFA
- GoMath chapter and end of unit assessments
- District Math CFA Interim Assessments

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

SEL Indicators:

- Feedback to teachers using Math IPG Tenet 1
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teachers
- Resource Counseling Assistant (RCA)
- Administration
- TSA

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment/ data collection tool

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

Share performance data for Math to parents at School Site Council meetings, IEP meetings, Student Study Team meetings, ELAC meetings, and parent-teacher conferences. Share strategies with parents on how to support.

Describe Related Professional Learning:

- Backwards mapping of Math standards
- Data analysis and action planning by teacher, grade level, and school-wide
- Illuminate CFA Test Development
- Technology to support math instruction
- Math Progressions and Coherence
- Site/District Math Professional Learning with coaching support

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Math Guaranteed and Viable Curriculum resources and materials
- Differentiated Instruction/RTI
- Other materials and supplies that support math instruction
- FASTT Math
- Direct maintenance for repairs
- Substitutes for teacher planning, KAIG assessments, Student Study Team meetings, Data Chats, and peer observations
- Bilingual Paraprofessionals
- Other materials and supplies that support instruction including graphics and technology
- Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)
- Translators
- Resource Counseling Assistant (RCA)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Academic discourse in Math content
- Bilingual Paraprofessionals
- Math tools, manipulatives, and visual supports

Lincoln Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	LCFF: EL	Instruction	Direct-Maintenance (Dr)				Installation of projectors	\$	2,020.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies	\$	46,317.00
Total									\$	48,337.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	17.03	20	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Lincoln Elementary will implement standards-based ELD instructional strategies to support an increase in the percentage of English Language Learners who are redesignated.

Lincoln Elementary will focus on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. Professional learning will be provided in understanding and utilizing ELD Standards.

SMART Goals

2015-2016 End of year English Learner Redesignation rate indicates that 17.03% of English Learners were redesignated. By June 2018, there will be a 3% increase in the Redesignation rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ELPAC
- DRP
- District ELA Interim Assessment
- KAIG
- BAS
- Grade Level CFAs
- BPST benchmarks
- Fluency benchmarks
- Sight Word benchmarks

Owner(s):

- Teacher
- AC Teams
- Lead Teachers
- TSA
- Administration
- EL Services TSA
- Resource Counseling Assistant (RCA)

Timeline:

- Daily ongoing CFAs
- Weekly assessments
- Quarterly assessments

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

SQII indicator #3905:

- Number and percentage of Long Term English Learner (LTEL) students
- ATLAS EL Redesignation Goal Setting Report

Owner(s):

- Teachers
- TSA
- AC Teams
- Lead Teachers
- Administration
- Resource Counseling Assistant (RCA)

Timeline:

- Daily ongoing CFAs
- Weekly assessments
- Quarterly assessments

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

SEL Indicators:

- Feedback to teachers using IPG Tenet 1
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teachers
- TSA
- Resource Counseling Assistant (RCA)
- Administration

Timeline:

- Daily ongoing CFAs
- Weekly assessments
- Quarterly assessments

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

- Share EL performance data to parents at School Site Council meetings, IEP meetings, Students Study Team meetings, ELAC meetings, Parent University, and teacher parent conferences.
- Share strategies with parents on how to support.
- Interpreters

Describe Related Professional Learning:

- Deconstruction of ELD standards
- ELA/ELD frameworks
- ELPAC data analysis, domains, and content
- Site/District ELD professional learning
- Student engagement
- Academic Discourse
- Language support and structures
- Leading with Learning
- Technology to support ELD instruction

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- ELPAC assessors
- Tablets for use of online ELA/ELD resources
- Bilingual Paraprofessionals
- Differentiated Instruction/RTI
- Certificated Reading Tutors
- Digital Literacy Resources such as Starfall, Learning A-Z, HeadSprout
- Other materials and supplies to support ELA/ELD instruction
- Substitutes for teacher planning, KAIG assessments, Student Study Team meetings, Data Chats, and peer observations
- Bilingual Paraprofessionals
- Other materials and supplies that support instruction including graphics and technology
- Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)
- Translators
- Resource Counseling Assistant (RCA)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- ELPAC
- DRP
- District ELA Interim Assessment
- KAIG
- BAS
- Grade Level CFAs
- BPST benchmarks
- Fluency benchmarks
- Sight Word benchmarks

Lincoln Budgeted Expenditures

Account	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL	\$ 13,883.00
3	1	LCFF: EL	Instruction	Instr Aide-Extra Time Salaries				Extra time to para, bilingual Spanish	\$ 1,048.00
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Interpreters for parent meetings	\$ 6,028.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$ 4,000.00
Total									\$ 24,959.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	57.3	67	Fun Works
843 - Out of school suspension rate	4.65	3	
7134 - Elementary students self-efficacy survey results for questions 14-17	59.2	70	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Lincoln Elementary will embed Social Emotional Learning (SEL) throughout the teaching and learning process. Students will be taught skills and strategies to improve students responding affirmatively on the growth mindset and safety domains.

Student support will be provided through class meetings, and professional learning. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on building student self-efficacy. The Safe and Civil team along with district supports (DPI) will provide professional development and a focus on building capacity in these areas.

Lincoln Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

SMART Goals

2015-2016 Social Emotional Learning & School Culture/Climate Student Survey showed 57.3% of students responded favorably on the Growth Mindset domain and 63.1% of students responded favorably on the Safety domain.

By 2017-2018, there will be a 10% increase in favorable responses in both domains of the SEL survey, resulting in 67% of students responding favorably on the Growth Mindset domain and 73% of students responding favorably on the Safety domain.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

SEL Indicators:

- Feedback to teachers using IPG Tenet 1 and walkthrough data
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA
- Model class meetings and first 10 day lessons
- First 21 days of SEL Learning
- Intentional effective feedback to students
- Meaningful Jobs
- SEL data from student surveys
- Goal 2 participation data

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

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

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Certificated and Classified Supplemental Contracts for Goal 2 Activities and clubs

Owner(s):

- Teachers
- TSA
- Resource Counseling Assistant (RCA)
- Administration
- Restorative Practice Counselor

Timeline:

- Daily
- Weekly
- Quarterly

Describe Related Professional Learning:

Tier 1 Supports

- Second Step
- Class Meetings
- Beginning of Year behavior assembly
- Character Counts Events/ Fun Works
- Quarterly Awards Assemblies
- Daily use of Wildcat Success Poster
- Daily use of Lincoln Playground Handbook
- STOIC
- Restorative Practices
- Levels of Misbehaviors
- Ratio of Positive to Negative Interactions
- Guidelines for Success
- Skillful Teacher (Feedback to students)
- Learning by Doing (Chapter 5 Building the Collaborative Culture of a Professional Learning Community)
- Making Thinking Visible
- OLWEUS Class Meetings
- Positive Discipline in the Classroom
- Community Building, Explicit SEL Instruction & Embedded Skills
- 1st 10 days focused on Community Building- emphasis on Growth Mindset & Self Efficacy

Tier 2 Supports

- Resource Counseling Assistant (RCA)
- Behavior Support Plan - Level 1
- Student Study Team meetings

Tier 3 Supports

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

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison and translations.

- Technology to increase SEL learning and improve school climate & culture
- Substitutes for SST meetings
- Fun Works Assemblies/Activities
- Awards Assemblies
- Materials and Supplies for assemblies and activities

Lincoln Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500				\$ 41,344.00
4	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Parent participation/babysitting - other classified support		\$ 501.00
4	1	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL		\$ 500.00
4	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Field Trips - Transportation		\$ 500.00
4	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Fun Works		\$ 2,800.00
4	2	Sup & Conc	Security	Direct-Maintenance (Dr)				Security Camera Installation		\$ 2,000.00
								Total		\$ 47,645.00

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.11	96	Fun Works
5942 - Chronic absenteeism rate	14.67	10	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Lincoln Elementary will implement proactive practices to support an increase in the number of students who attend school regularly.

Lincoln Elementary will support and monitor school-wide attendance by ensuring that staff will meet with chronically absent students and parents to discuss the importance of attendance and setting goals for improved attendance. The Home School Liaison will work closely with the school attendance clerk and classroom teachers to support parent involvement, improved attendance, school connectedness and provide community resources.

SMART Goals

2015-2016 Attendance data showed an ADA Attendance rate of 95.11%. By June 2018, there will be a 1% increase in the attendance rate.

2015-2016 End of Year data showed 14.67% of students are chronically absent (attendance rate of 90% or less). By June 2018, there will be a 4% decrease.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ATLAS attendance reports
- SQII data
- Goal 2 participation

Owner(s):

- Administration
- Office Manager
- Office Assistant

Timeline:

- daily
- weekly
- monthly

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

- Daily attendance reports by Office Assistant
- Attendance meetings with parents
- Share attendance data to parents at meetings (ELAC, SSC, SSTs, IEPs, Parent University, and Parent-Teacher Conferences)
- Interpreters for parent meetings
- Edutext
- School Messenger

Describe Related Professional Learning:

- Attendance data analysis with teachers by class (ATLAS data dashboard)
- Safe and Civil School
- Second Step
- Class Meetings
- Restorative Practices
- Olweus Bullying Prevention
- Daily Use of Wildcat Success Poster

- Parent Volunteers
- Home School Liaison
- Parent Newsletters

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Awards Assemblies
- Daily use of Wildcat Success Poster
- Certificated and Classified supplemental contracts
- Substitutes for SST meetings
- Babysitting, translating, materials & supplies for meetings.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Home School Liaison to support EL students and families through translations, outreach and home visits.

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0310 Lincoln Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Grade level planning	6,974.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contract	2,013.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies	25,699.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	7,000.00
1	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental Contract	1,999.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement	892.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	CT K/1	38,623.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST	5,812.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG	1,743.00
1	1	Sup & Conc	Instruction	Direct-Graph			: Graphics	500.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.438	CT 2/3	41,415.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Para, bilingual Spanish	12,280.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Para, bilingual Spanish	11,653.00
1	1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	8,043.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	46,317.00
2	1	LCFF: EL	Instruction	Direct-Maint			Installation of projectors	2,020.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	HSL	13,883.00
3	1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	1,048.00
3	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	6,028.00
4	2	Sup & Conc	Instruction	Direct Trans			: Field Trips - Transportation	500.00
4	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	2,800.00
4	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/babysitting - other classified support	501.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		41,344.00
4	1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Mileage for HSL	500.00
4	2	Sup & Conc	Security	Direct-Maint			: Security Camera Installation	2,000.00
								\$285,587.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,577.00
Sup & Conc	7090	\$154,523.00
LCFF: EL	7091	\$86,487.00
Grand Total		\$285,587.00

Domain Totals	Budget Totals
Academic	\$218,531.00
SEL / Culture & Climate	\$67,056.00
Grand Total	\$285,587.00