


**Lincoln Elementary**

106216660063651

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>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.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Marisa Favila	X				
2. Chairperson – Cynthia Betancourt				X	
3. Peggy Harrison			X		
4. Shawna Havlich Turley		X			
5. Laura Dutcher		X			
6. Dong Vang		X			
7. David Constante				X	
8. Xiomara Mendoza				X	
9. Yolanda Garcia				X	
10. Teresa Villa				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Marisa Favila	<i>Marisa Favila</i>	3-21-18
<b>SSC Chairperson</b>	<i>Cynthia Betancourt</i>	<i>Cynthia Betancourt</i>	3-21-18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Lincoln - 0310

**ON-SITE ALLOCATION**

3010	Title I	\$49,470 *
7090	LCFF Supplemental & Concentration	\$196,000
7091	LCFF for English Learners	\$82,296
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$327,766</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,164
Remaining Title I funds are at the discretion of the School Site Council	\$48,306
Total Title I Allocation	\$49,470

## Lincoln Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	16.901	23.901
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.459	33.459
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.028	26.028

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

- AC teams were in the pre-initiating and initiating phase of the Learning by Doing PLC continuum.  
Areas of growth include:
  - CFA protocol and development
  - Progress monitoring tool
  - Data analysis protocol

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

- AC teams were in the pre-initiating and initiating phase of the Learning by Doing PLC continuum.  
Areas of growth include:
  - CFA protocol and development
  - Progress monitoring tool
  - Data analysis protocol

##### EL Reclassification Rate (All grade levels)

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

- Inconsistent systematic response to intervention structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

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

- Inconsistent systematic response to intervention structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

##### EL Reclassification Rate (All grade levels)

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1** SSC:

- They were appreciative that students have made gains in both ELA and Math District Assessments.
- They want supports to continue such as the RCA, HSL, paraprofessionals, and CT.
- They suggested we add Teaching Fellows and additional funding for technology.

**2** ELAC:

- They were appreciative that students have made gains in both ELA and Math on District Assessments.
- They want supports to continue such as the RCA, HSL, paraprofessionals, and CT.
- They suggested we add Teaching Fellows and additional funding for technology.

**3** Staff:

- They want supports to continue such as the RCA, HSL, paraprofessionals, and CT.
- They suggested we add Teaching Fellows and additional funding for technology.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Actions were effective in supporting student achievement as evidenced by gains in both ELA and Math District Assessments. Additional funding will be allocated for Teaching Fellows and technology.

**Action 1**

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

**Action Details:**

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

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

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

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

- IPG data report
- District 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
- TSA
- Resource Counseling Assistant

**Timeline:**

- daily CFUs
- CFA, a minimum of 1-2 per quarter
- Wonders weekly and end of unit assessments
- District Interim Assessments
- KAIG quarterly assessment

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

**Specify enhanced services for EL students:**

- Integrated ELD



- ELA Guaranteed and Viable Curriculum resources and materials
- Blended Learning/Differentiated Instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
  - Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
  - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
  - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Direct Maintenance for repairs
- TSA to monitor response to intervention
- Substitutes for KAG assessments, Student Study Team meetings, Data Chats, peer observations
- Certificated Reading Tutors
- Teaching Fellows
- Paraprofessionals
- ELPAC Assessorw
- Technology such as tablets, headphones, site licenses
- Home School Lliaison
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)
- Translators
- Copymachine maintenance
- After School Program academic support
- other materials and supplies that support instruction including but not limited to graphics and technology

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

**Explain the 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, Parent Coffee Hour and teacher parent conferences. Share strategies with parents on how to support. In addition, have Parent University Classes.

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

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

**Action 2**

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

**Action Details:**

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

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

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

- IPG Data report
- District Interim Assessments
- Grade Level Common Formative Assessments
- GoMath Assessments
- BBF quarterly assessments
- KAIG

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

- Math Guaranteed and Viable Curriculum resources and materials
- Differentiated Instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
  - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
  - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
  - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Direct Maintenance for repairs
- Substitutes for KAIG assessments, Student Study Team meetings, Data Chats, peer observations
- Paraprofessionals
- Technology such as tablets, headphones, site licenses
- Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie Planning, tutoring)
- Translators
- Teaching Fellows
- Copy machine maintenance
- After School Program academic support
- Materials and supplies that support instruction including but not limited to graphics and technology

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

Share Math performance data to parents at School Site Council meetings, IEP meetings, Student Study Team meetings, ELAC meetings, Parent Coffee Hour and teacher parent conferences. Share strategies with parents on how to support. In addition, have Parent University Classes.

#### Owner(s):

- Teacher
- AC Team
- Lead Teacher
- TSA
- Administration
- Resource Counseling Assistance

#### Timeline:

- Daily CFU
- CFA, a minimum of 1-2 per quarter
- GoMath mid-chapter and end of chapter assessments
- KAIG quarterly assessments
- District Interim Assessments

#### Specify enhanced services for EL students:

- Academic Discourse in Math content
- Bilingual Paraprofessionals
- Visual Supports
- Math tools and resources

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

- Backwards mapping of Math standards.
- Data analysis and action planning by teacher, grade level, and school-wide
- CFA development using Illuminate or other standards aligned resource
- Technology to support math instruction
- Math Progressions and Coherence
- Site/District Math Professional Learning with coaching support

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST	7,028.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,035.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD, NO INCENTIVES**	28,020.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts	1,223.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **NO FOOD, NO INCENTIVES**	1,164.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		42,276.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP meetings	5,858.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG	1,757.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	53,872.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		44,618.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,025.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Arreguin, Stella ID:1070295	12,644.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	1,042.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,686.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	6,000.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			: Tech Repair (classroom devices only)	4,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	25,298.00
G1A2	LCFF: EL	Instruction	Direct-Maint			Installation of projectors	1,000.00

**\$263,546.00**

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

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	30.402	37.402

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### Goal 2 Participation Rate

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

- added book club during lunch recess
- added a cheer-leading team
- added cross country and track

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### Goal 2 Participation Rate

Disproportionality would be attributed to low attendance and low club sponsorship.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

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

**3** Staff:

They were appreciative that we added additional sports and book club during lunch.

## Action 1

**Title:** Increase Goal 2 Participation Rate

#### Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

Reports from ATLAS, SQII data, SEL Data, and parent/student surveys.

Owner(s):

- Principal
- Vice Principal
- TSA
- RCA
- Teachers
- Lincoln Staff
- Goal 2 Office

Timeline:

August 2018 - June 2019

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

- Purchase orders for athletics, clubs, activities, and the arts.
- Supplemental contracts to staff to facilitate clubs and activities.
- Transportation services to attend activity or event.
- After School Program activities, materials and supplies
- Materials and supplies including but not limited to notebooks, paper, pencils, etc.
- Lease of copy machine

Specify enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

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

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Field Trips - transportation	500.00

**\$500.00**

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	95.714	100
Exposure to Careers - 4th Grade	92.537	99.537
Exposure to Careers - 6th Grade	94.545	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

**Exposure to Careers - 4th Grade**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family obligation.

**Exposure to Careers - 6th Grade**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or family concerns regarding duration of trip.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family obligation.

**Exposure to Careers - 4th Grade**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family obligation.

**Exposure to Careers - 6th Grade**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or family concerns regarding duration of trip.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

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

**3** Staff:

They were appreciative that students were able to have exposure related to career and college experiences funded by the district. They want stronger messaging during the field trip from facilitators in making a connection to educational preparation for careers within

that particular field of study.

### Action 1

**Title:** Increase attendance of Goal 3 Experiences for Grades 3, 4, 6

Action Details:

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

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

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

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

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

Owner(s):

- Principal
- Vice Principal
- TSA
- Teachers
- HSL
- Goal 3 Office

Timeline:

- August 2018 - June 2019

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

- Provide transportation to event or activity, if needed
- Materials and supplies will include, but not limited, lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials

Specify enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

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



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

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	18.385	16.385
Suspensions Per 100	28.783	27.783

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• Attendance Meetings</li> <li>• Increase in Goal 2 Engagements</li> <li>• Increased Communication (home-school)</li> </ul> <p><b>Suspensions Per 100</b></p> <ul style="list-style-type: none"> <li>• RP Counseling support</li> <li>• RCA Counseling support</li> <li>• Campus Safety Assistant support</li> <li>• SEL Instruction</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• Counseling services needed for family</li> <li>• Inconsistent parent support and follow-through                             <ul style="list-style-type: none"> <li>◦ communication</li> <li>◦ attending meetings</li> <li>◦ emergency card information not updated</li> </ul> </li> </ul> <p><b>Suspensions Per 100</b></p> <ul style="list-style-type: none"> <li>• Inconsistent parent support and follow-through:                             <ul style="list-style-type: none"> <li>◦ communication, responding to school</li> <li>◦ attending conferences/ SSTs/suspension meetings</li> <li>◦ emergency card information not updated</li> </ul> </li> </ul>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>They gave positive feedback regarding increase of connections with school and staff. They were concerned with absenteeism rate and offered suggestions to improve parent participation.</p>	<p><b>2</b> ELAC:</p> <p>They gave positive feedback regarding increase of connections with school and staff. They were concerned with absenteeism rate and offered suggestions to improve parent participation.</p>	<p><b>3</b> Staff:</p> <p>Staff shared feedback regarding suggestions to improve parent/school connection and support.</p>
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**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

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Certificated Reading Tutors, HSL, RCA, and materials/supplies. Each item was effective in support of student achievement.

## Action 1

**Title:** Decrease Chronic Absenteeism

### Action Details:

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

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

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

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

- ATLAS attendance reports
- CWAS data collection and attendance conferences
- Goal 2 participation
- SQII data

#### Owner(s):

- Administration
- Office Manager
- CWAS
- Office Assistant
- HSL

#### Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

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

- Teachers, Resource Counseling Assistant, Campus Safety Assistant, Principal, Vice Principal, CWAS, will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage students to participate in Goal 2 activities/clubs.
- Materials and supplies will include, but is not limited to, lease of copy machine, copy paper, incentives, notebooks, and other materials.
- Restorative Practices Counselor
- Home School Liaison
- After School Program
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classroom and outside activities and transitions
- Substitutes for Student Study Team and IEP meetings

#### Specify enhanced services for EL students:

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

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

- Use of Edutext for home-school communications
- HSL to provide interpreting for parent materials
- Share attendance data to parents and meetings (Coffee Hour, ELAc, SSC, SSTs, IEPs, and Parent Teacher

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

- Office Assistance to provide attendance data analysis with teachers by class
- Office Assistant update at staff meeting
- Ongoing PL related to Safe and Civil Schools, Olweus Anti-Bullying, Restorative Practices and SEL

Conferences).

- CWAS will conduct home visits and schedule meetings with parents of students who are chronically absent.

## Action 2

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

### Action Details:

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

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

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

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

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

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

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- Teachers, Principal, Vice Principal, Resource Counseling Assistant, Home School Liaison, and Campus Safety Assistant to give intentional and effective feedback to students related to growth mindset and self-efficacy.
- Restorative Practices Counselor
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classrooms and outside activities and transitions
- Substitutes for monthly Student Study Team and IEP meetings
- Materials and supplies that support instruction, incentives, and recognition, including but not limited to graphics and technology.

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

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

#### Owner(s):

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- Teachers
- Restorative Practices Counselor
- Administration
- TSA
- Resource Counseling Assistant
- Climate and Culture Team

#### Timeline:

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- Daily
- Weekly
- Quarterly

#### Specify enhanced services for EL students:

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

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

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##### Tier 1

- Second Step
- Class Meetings
- Beginning of Year behavior assembly
- Character Counts

- Parent Newsletter
- Awards Assemblies

- Quarterly Awards Assemblies
- Daily use of Wildcat Success Poster
- Daily use of Lincoln Playground Handbook
- STOIC
- Restorative Practices
- Levels of Misbehaviors
- Ratio of Positive to Negative interactions
- Guidelines for Success
- Skillful Teacher (Feedback to students)
- Learning by Doing (Chapter 5 Building a Collaborative Culture)
- Making Thinking Visible
- OLWEUS Class Meetings
- Positive Discipline in the Classroom
- Community Building, Explicit SEL Instruction and Embedded Skills
- First 10 days focused on Community Building

Tier 2

- Resource Counseling Assistant
- Behavior Support Plan - level 1
- Student Study Team Meetings

Tier 3

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

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	See Goal 3	14,728.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage for HSL	250.00
G4A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/babysitting-other classified support	612.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,849.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	4,281.00

**\$63,720.00**

## 2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST	7,028.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,035.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD, NO INCENTIVES**	28,020.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts	1,223.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **NO FOOD, NO INCENTIVES**	1,164.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		42,276.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP meetings	5,858.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG	1,757.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	53,872.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		44,618.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,025.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Arreguin, Stella ID:1070295	12,644.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	1,042.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	1,686.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	6,000.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			: Tech Repair (classroom devices only)	4,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	25,298.00
G1A2	LCFF: EL	Instruction	Direct-Maint			Installation of projectors	1,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field Trips - transportation	500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	See Goal 3	14,728.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage for HSL	250.00
G4A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/babysitting-other classified support	612.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,849.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	4,281.00

\$327,766.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,470.00
Sup & Conc	7090	\$196,000.00
LCFF: EL	7091	\$82,296.00
<b>Grand Total</b>		<b>\$327,766.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$263,546.00
G2 - All students will engage in arts, activities, and athletics	\$500.00
G4 - All students will stay in school on target to graduate	\$63,720.00
<b>Grand Total</b>	<b>\$327,766.00</b>