

**Lincoln Elementary**

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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**

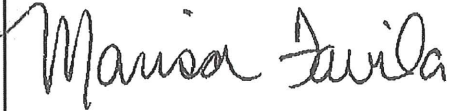

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Marisa Favila	X				
2. Chairperson - Randee Moreira				X	
3. Vice Principal - Peggy Harrison			X		
4. Stacey Duarte		X			
5. Angie Olivares		X			
6. Dong Vang		X			
7. David Constante				X	
8. Xiomara Mendoza				X	
9. Karla Bustamante				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**

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		3-20-19
SSC Chairperson	Randee Moreira		3.20.19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Lincoln - 0310

**ON-SITE ALLOCATION**

3010	Title I	\$52,358 *
7090	LCFF Supplemental & Concentration	\$204,542
7091	LCFF for English Learners	\$70,866
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$327,766</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,671
Remaining Title I funds are at the discretion of the School Site Council	\$50,687
Total Title I Allocation	\$52,358

## Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  
- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
  
- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.
  
- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## Lincoln Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	23.901 %	1.395 %	2017-2018	8.395 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.459 %	29.703 %	2017-2018	36.703 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.028 %	26.421 %	2017-2018	33.421 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-157.7 pts	2017-2018	-142.7 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-163.1 pts	2017-2018	-148.1 pts

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Daily Tier 1 ELA instruction on grade level (120 minutes includes whole and small group for differentiation)
- AC teams were in the initiating and implementing phase of the Learning by Doing PLC continuum. Areas of growth include:
  - CFA protocol and development
  - Progress monitoring tool
  - Data analysis protocol
  - Consistent feedback to teachers focused on ELA school-wide commitments

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

- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- AC teams were in the initiating and implementing phase of the Learning by Doing PLC continuum. Areas of growth include:

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- Inconsistent systematic Multi-tiered systems of support 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 Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

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

- Inconsistent systematic response to designated and integrated ELD instruction that ensures all students make continuous progress and are able to demonstrate master of ELA/ELD standards.

#### SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Inconsistent implementation of grade level core curriculum



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

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

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

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

No comparison data.

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

No comparison data.

**On track to meet targets**

- Inconsistent Professional Development provided to SPED teachers on use of baseline core curriculum
- Lack of IEP goals progress monitoring.
- Lack of planning between RSP Teacher and Regular Education Teacher

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

- Inconsistent implementation of grade level core curriculum
- Inconsistent Professional Development provided to SPED teachers on use of baseline core curriculum
- Lack of IEP goals progress monitoring.
- Lack of planning between RSP Teacher and Regular Education Teacher

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Most actions were effective in supporting student achievement as evidenced by gains in both ELA and Math District Assessments.
- The Teaching Fellows were not effective in supporting reading achievement.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Increase Math coaching support.
- Eliminate Teaching Fellow contracts.
- Add Mentoring
- IEP Progress Monitoring
- Goal setting to include targeted student groups (SWD, AA) for General Education Teachers.
- RSP and Regular Education Teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- District provided PL specific to students with disabilities
- Campus Culture and ILT analyze data on an ongoing basis and problem solve actions to address student needs.
- Changes reflected in Goals 1 and 4

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1 SSC:</b></p> <ul style="list-style-type: none"> <li>• They were appreciative that students have made gains in both ELA and Math District Assessments.</li> <li>• They want supports to continue such as the RCA, HSL, paraprofessionals, and CT.</li> <li>• They requested that we add a Spanish speaking 3.5 HSL to support and connect with parents in the afternoon.</li> </ul>	<p><b>2 ELAC:</b></p> <ul style="list-style-type: none"> <li>• They were appreciative that students have made gains in both ELA and Math on District Assessments.</li> <li>• They want supports to continue such as the RCA, HSL, paraprofessionals, and CT.</li> <li>• They requested that we add a Spanish speaking 3.5 HSL to support and connect with parents in the afternoon.</li> </ul>	<p><b>3 Staff:</b></p> <ul style="list-style-type: none"> <li>• They want supports to continue such as the RCA, HSL, paraprofessionals, and CT.</li> <li>• They recommended we eliminate Teaching Fellows and requested an extra copy machine to be available when the main copy machine breaks down.</li> </ul>
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**Action 1**

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

Action Details:

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

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

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

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

Owner(s):

Timeline:

- SBAC
- IAB assessments
- District Interim Assessments
- Grade Level Common Formative Assessments
- IEP Goals and CFA progress monitoring for SDC MM and RSP Teacher
- SPED Teachers- WonderWorks CFA data
- DRP
- BAS
- KAIG
- Fluency benchmarks
- Sight word benchmarks
- BPST benchmarks
- Data chats with teachers (includes SPED)
- Grade Level/Teacher/SPED Goal Setting, including goal-setting for SWD and AA

- Teachers (includes SPED)
- AC Team
- Lead Teachers
- Administration
- TSA
- Resource Counseling Assistant
- Culture Climate Team
- ILT
- Cross Functional Pivot Team
- District SPED Coaches

- Daily Checking for Understanding
- CFA, a minimum of 1-2 per quarter
- Quarterly IABs for grades 3-6
- Wonders weekly and end of unit assessments
- District Interim Assessments
- KAIG quarterly assessment

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

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- ELA Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 ELA instruction on grade level (120 minutes includes whole and small group for differentiation)
- Blended Learning/Differentiated Instruction
- Multi-Tiered System of Support (MTSS)
  - Continue to improve Tier 1 Classroom instruction and Climate & Culture practices
  - Refine CCT and ILT teaming structure and build efficacy
  - Continue building knowledge of MTSS framework at staff meetings
  - Consistent implementation of common assurances for Tier I and begin Tier II
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
  - Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
  - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing 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 manage and monitor Response to Intervention and After School EL Program
- Substitutes for KAIG assessments, Student Study Team meetings, Data Chats, peer observations, IEP meetings
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute, CAASPP)
- Certificated Reading Tutors (2)
- Bilingual Paraprofessionals (2)
- Resource Counseling Assistant
- ELPAC Assessors
- Technologies such as tablets, headphones, site licenses
- Travel, costs, and substitutes for Professional Learning (ie CAASPP)
- Home School Liaison (2) - Spanish speaking
- mileage for HSL
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Translators
- Incentives and awards for students' academic progress and achievements
- Copy machine maintenance
- Direct Food Services for professional learning of teachers, classified, and parent engagement
- materials and supplies for parent participation
- After School Program academic support
- other materials and supplies that support instruction including but not limited to graphics and technology

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

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

**ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:**

- Daily differentiated instruction
- Consistent, daily use of evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- SPED Paraprofessional support throughout the day
- RSP services for identified students

- SLP services for identified students
- RSP and Regular Education Teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus

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

- Share ELA performance data with 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 at home (coffee hour, Parent University, Parent English Classes)
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for parent meetings.
- Home School Liaison will support parent communication and involvement in school activities through written and verbal communication.

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

- Backwards mapping of ELA standards.
- Coaching/Planning to support Blended Learning
- Data analysis and action planning by teacher, grade level, and school-wide
- CFA development using Illuminate or other standards aligned resource
- Illuminate item bank and CFA development
- Technology to support literacy instruction
- District PL with coaching support on ELA/differentiated small group instruction
- Learning by Doing
- Research-based professional books
- Making Thinking Visible

**PL FOCUSED ON NEEDS OF STUDENTS WITH DISABILITIES**

- District PL focused on evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- Cross Functional Pivot Team to work with the school to complete a root cause analysis, determine area of focus, learn together using an improvement science model, and monitor action steps and outcomes in order to accelerate progress.
- Supervisor conducts monthly coaching/support/monitoring of goals actions, and outcomes.
- District provided SPED PL on the core curriculum
- District provided SPED PL on the core intervention program
- District provided SPED PL on supplemental SPED curriculum
- District provided SPED PL on social/emotional strategies for SPED students
- District provided SPED Coaching Support

**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, IABs, 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**

- SBAC
- IAB Assessments
- District Interim Assessments
- Grade Level Common Formative Assessments
- IEP Goals monitoring for SDC MM and RSP Teacher
- SPED Teachers- WonderWorks CFA data
- GoMath Assessments
- BBF quarterly assessments
- KAIG
- Data chats with teachers (includes SPED)
- Grade Level/Teacher/SPED Goal Setting, including goal-setting for SWD and AA
- Student goal setting

**Owner(s):**

- Teacher
- AC Team
- Lead Teacher
- TSA
- Administration
- Resource Counseling Assistant
- Math Coaches
- Culture Climate Team
- ILT
- Cross Functional Pivot Team
- District SPED Coaches

**Timeline:**

- Daily Checking for Understanding
- CFA, a minimum of 1-2 per quarter
- GoMath mid-chapter and end of chapter assessments
- KAIG quarterly assessments
- District Interim Assessments
- Quarterly IABs

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

- Math Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- Use of the IABs for math, including calendaring administration of the IAB content clusters, data analysis, and action steps based on data
- Multi-Tiered System of Support (MTSS)
  - Continue to improve Tier 1 Classroom instruction and Climate & Culture practices
  - Refine CCT and ILT teaming structure and build efficacy
  - Continue building knowledge of MTSS framework at staff meetings
  - Consistent implementation of common assurances for Tier I and begin Tier II
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
  - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide 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 and repairs
- Tablets for use on online resources
- Differentiated instruction/Response to Intervention
- TSA to manage and monitor After School Math Tutoring
- Substitutes for Data Chats, peer observations, PL, SST Meetings, KAIG, IEP meetings
- Bilingual Paraprofessionals (2)
- Resource Counseling Assistant
- Technology such as tablets, headphones, site licenses
- Home School Liaison (2) - Spanish speaking
- Mileage for Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Translators
- Copy machine maintenance
- After School Program academic support
- Substitutes for Administration to attend meetings and Professional Learning (ie UnboundEd Standards Institute)
- Travel, costs, and substitutes for Professional Learning (ie CAASPP)
- Materials and supplies for parent participation
- Materials and supplies that support instruction including but not limited to graphics and technology
- Direct Food Services for professional learning of teachers and parent engagement

- Additional copy machine and copy machines' maintenance to support/provide materials
- Graphics - direct services for additional materials such as booklets and other resources necessary to support differentiated instruction and intervention in Math

#### Specify enhanced services for EL students:

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

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

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- 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.
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, etc.
- Interpreters and babysitting for parent meetings.

#### Specify enhanced services for low-performing student groups:

---

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

#### ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- Daily differentiated instruction
- Consistent, daily use of evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- SPED Paraprofessional support throughout the day
- RSP services for identified students
- SLP services for identified students
- RSP and Regular Education Teachers work together to support instruction and clarify/reteach standards as needed based on formative assessments
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus

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

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

#### EDISON REGION YEARLONG PL MATH PLAN

- Collaboration with Math Department
- Monthly PL by grade level delivered by Math Coaches focused on grade level standards/content
- Monthly Guided Planning by Math Coaches and Leads
- Cycles of Peer Observation
- Math Department Coaching support
- Use of TQE - Task Question Evidence Planning Tool
- Use of 3 Reads Strategy for word problems

#### PL FOCUSED ON NEEDS OF STUDENTS WITH DISABILITIES

- District PL focused on evidence based interventions/strategies/activities for TSI identified groups (SWD)
- Cross Functional Pivot Team to work with the school to complete a root cause analysis, determine area of focus, learn together using an improvement science model, and monitor action steps and outcomes in order to accelerate progress.
- Supervisor conducts monthly coaching/support/monitoring of goals actions, and outcomes.
- District provided SPED PL on the core curriculum
- District provided SPED PL on the core intervention program

- District provided SPED PL on supplemental SPED curriculum
- District provided SPED PL on social/emotional strategies for SPED students
- District provided SPED Coaching Support

# 2019-2020 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 meetings	6,852.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,411.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	3,747.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental contracts	1,249.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT	42,967.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG/IEP/data chats	7,059.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and other reference	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	72,830.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for Professional Learning	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Substitutes for Administration	1,177.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/baby sitting - other classified support	625.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT	41,635.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para	12,935.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para	11,678.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	4,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Installation of projectors	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repair	3,000.00

**\$225,165.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	37.402 %	34.957 %	2017-2018	41.957 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**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

**On track to meet targets**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

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

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Additional students were engaged in Goal 2 activities.
- We fully implemented all actions and budget expenditures were adequate to meet this goal

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We will add additional opportunities such as Peach Blossom and, as funds permit, school assemblies.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

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
- Parent/student/staff surveys
- Panorama, Power Bi

##### Owner(s):

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

##### Timeline:

August 2019 - June 2020

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

- Purchase orders for athletics, clubs, activities, and the arts.
- Mentoring
- Supplemental contracts to staff to facilitate clubs and activities.
- Transportation services to attend activity or event.
- Additional copy machine and copy machines' maintenance to support/provide materials
- After School Program activities, materials and supplies
- Materials and supplies including but not limited to notebooks, paper, pencils, etc.

- Materials and supplies for parent participation
- Lease of copy machine
- Direct food services for student activities
- Provide student incentives for athletics and school wide activities
- Substitutes for meetings and Professional Learning
- Extra time for Campus Safety Assistant to provide security during Goal 2 sports or activities

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, Peach Jar, and teacher parent conferences.

Specify enhanced services for low-performing student groups:

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

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.

## 2019-2020 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	Off Eq Lease			Copier Lease	14,000.00
G2A1	Sup & Conc	Security	Cls Sup-Ext			Extra Time for CA	1,042.00

**\$15,042.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	95.89 %	2017-2018	100 %
Exposure to Careers - 4th Grade	99.537 %	97.531 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	97.297 %	2017-2018	100 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**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.

**Meeting targets**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**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:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We will continue to promote student and family engagement in Goal 3 experiences.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- No changes will be made to address this goal.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

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

**Owner(s):**

**Timeline:**

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

- Principal
- Vice Principal
- TSA
- Teachers
- HSL
- Goal 3 Office
- Culture Climate Team

- August 2019 - June 2020

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

- Provide transportation to event or activity, if needed
- Direct food services
- Translators
- Mileage for HSL
- lease of copy machine
- Materials and supplies will include, but not limited, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives parent participation, and other materials

Specify enhanced services for EL students:

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

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, Peach Jar, ELAC and SSC meetings, and school communications to parents.

Specify enhanced services for low-performing student groups:

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

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.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Field trips- transportation	2,000.00

**\$2,000.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	16.385 %	12.681 %	2017-2018	10.681 %
Suspensions Per 100	27.783 %	14.683 %	2017-2018	13.683 %
Chronic Absenteeism (Students with Disabilities)		21.6 %	2017-2018	19.6 %
Suspension Rate (Students w/Disabilities)		18.7 %	2017-2018	15.7 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

- Attendance Meetings
- Increase in Goal 2 Engagements
- Increased Communication (home-school)

**Chronic Absenteeism (Students with Disabilities)**

- No comparison data

**Suspension Rate (Students w/Disabilities)**

- No comparison data

**Suspensions Per 100**

- RP Counseling support
- RCA Counseling support
- Campus Safety Assistant support
- SEL Instruction
- Climate Culture Team

**On track to meet targets**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

- Counseling services needed for family
- Inconsistent parent support and follow-through
  - communication
  - attending meetings
  - emergency card information not updated

**Chronic Absenteeism (Students with Disabilities)**

- inconsistent parent support and follow-through
- emergency card information not updated
- inconsistent parent attendance at meetings
- inconsistent communicating with school, returning phone calls

**Suspension Rate (Students w/Disabilities)**

- inconsistent parent support and follow-through
- emergency card information not updated
- inconsistent parent attendance at meetings
- inconsistent communicating with school, returning phone calls

**Suspensions Per 100**

- Inconsistent parent support and follow-through:
  - communication, responding to school
  - attending conferences/ SSTs/suspension meetings

- emergency card information not updated

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Each was effective in supporting achievement:  
Certificated Reading Tutors, HSL, RCA, and materials/supplies.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Eliminate Teaching Fellows
- Add a Home School Liaison - Spanish Speaking, 3.5

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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.

**2** ELAC:

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.

**3** Staff:

Staff shared feedback regarding suggestions to improve parent/school connection and support.

## Action 1

**Title:** Decrease Chronic Absenteeism

### Action Details:

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

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

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

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

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

**Owner(s):**

- Administration
- Office Manager
- CWAS
- Office Assistant
- Saturday Academy Lead Teacher
- Culture Climate Team
- HSL
- Cross Functional Pivot Team
- District SPED Coaches

**Timeline:**

- Daily
- Weekly
- Monthly
- Quarterly

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

- Saturday Academy
- Teachers, Resource Counseling Assistant, Campus Safety Assistant, Principal, Vice Principal, CWAS, will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage students to participate in Goal 2 activities/clubs.
- Materials and supplies will include, but is not limited to, lease of copy machine, copy paper, incentives, notebooks, and other materials.
- Restorative Practices Counselor
- Mentoring
- Home School Liaison
- Mileage for HSL
- After School Program
- Extra Time/Pay or Supplemental Contract for Classified Staff
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classroom and outside activities and transitions
- Direct food services for student/parent engagement and activities
- materials and supplies for parent participation
- additional copy machine and copy machine maintenance to support/provide materials for attendance
- graphics - direct services for additional materials such as certificates and other resources necessary to support student attendance
- provide funds for costs for students to participate in and incentives for perfect attendance such as water day.
- purchase orders to vendors such as Costco or SaveMart to support student/parent activities focused on attendance

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

- Target chronically absent students to attend Saturday School attendance
- CWAS data collection, home visits, and attendance conferences with parents and students
- Culture Climate Team will analyze data on an ongoing basis and problem solve actions to address student needs.

**ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:**

- Office Assistant and Culture Climate Team to provide frequent data updates on attendance rates
- Culture Climate Team to lead work on attendance goal setting for SWD
- Culture Climate Team to create a targeted plan focused on attendance for SWD
- Consistent, daily use of evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- RSP and Regular Education Teachers work together to support attendance plan
- Additional resources (human capital) available in a "menu of options" for the site team to access to support

areas of focus

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 Conferences).
- CWAS will conduct home visits and schedule meetings with parents of students who are chronically absent.
- Direct Food Services
- On-going Parent Communication

Describe Professional Learning related to this action:

- District PL focused on evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- Cross Functional Pivot Team to work with the school to complete a root cause analysis, determine area of focus, learn together using an improvement science model, and monitor action steps and outcomes in order to reduce chronic absenteeism.
- Supervisor conducts monthly coaching/support/monitoring of goals actions, and outcomes.
- 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

**Action 2**

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

Action Details:

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

<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

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

Owner(s):

- Teachers
- Restorative Practices Counselor
- Administration
- TSA
- Resource Counseling Assistant
- Climate and Culture Team
- Campus Safety Assistant
- Cross Functional Pivot Team
- District SPED Coaches

Timeline:

- Daily
- Weekly
- Quarterly

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

- Teachers, Principal, Vice Principal, Resource Counseling Assistant, Home School Liaison, and Campus Safety Assistant to give intentional and effective feedback to students related to growth mindset and self-efficacy.
- Restorative Practices Counselor
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts

- Substitutes for Student Study Team and IEP meetings
- Materials and supplies that support instruction, incentives, and recognition, including but not limited to graphics and technology.
- materials and supplies for parent participation
- mentoring
- Direct food services for students/parent engagement and activities
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- additional copy machine and copy machines' maintenance to support/provide materials
- Funds to provide students incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies.

#### Specify enhanced services for EL students:

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

#### 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, and 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
- Parent Newsletter
- Awards Assemblies
- Direct Food Services

#### Specify enhanced services for low-performing student groups:

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- Target students with multiple suspensions
- RP Counselor to conduct re-entry meetings
- Manifestation Determination meetings with SPED team
- Behavior Support Plan
- Connect students to meaningful work
- Goal 2 and 3 participation
- ICET referrals
- Culture Climate Team and ILT will analyze data on an ongoing basis and problem solve actions to address student needs.

#### ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- Office Assistant and Culture Climate Team to provide frequent data updates on suspension rates
- Culture Climate Team to lead work on suspension rates goal setting for SWD
- Culture Climate Team to create a targeted plan focused on reducing suspensions for SWD
- Consistent, daily use of evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- RSP and Regular Education Teachers work together to support decrease in suspension plan
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus

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

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- District PL focused on evidence based interventions/strategies/activities for TSI identified student groups (SWD)
- Cross Functional Pivot Team to work with the school to complete a root cause analysis, determine area of focus, learn together using an improvement science model, and monitor action steps and outcomes in order to reduce suspensions
- Supervisor conducts monthly coaching/support/monitoring of goals actions, and outcomes

#### Tier 1

- Second Step
- Class Meetings
- Beginning of Year behavior assembly
- Character Counts
- 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
- Growth Mindset
- Self-Efficacy

Tier 2

- Resource Counseling Assistant
- Planned Discussions (Tier 2 version of SST)
- Behavior Support Plan - level 1
- Student Study Team Meetings

Tier 3

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

## 2019-2020 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	14,626.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	618.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cons Svc/Oth			United For the Future : Mentoring/SEL support	9,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	46,592.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage for HSL	250.00

**\$85,559.00**

## 2019-2020 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 meetings	6,852.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts	2,411.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	3,747.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified Supplemental contracts	1,249.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT	42,967.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for KAIG/IEP/data chats	7,059.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and other reference	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	72,830.00
G1A1	Sup & Conc	Instruction	Travel			: Travel for Professional Learning	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Substitutes for Administration	1,177.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent participation/baby sitting - other classified support	625.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT	41,635.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para	12,935.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para	11,678.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	4,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Installation of projectors	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology repair	3,000.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	14,000.00
G2A1	Sup & Conc	Security	Cls Sup-Ext			Extra Time for CA	1,042.00
G3A1	Sup & Conc	Instruction	Direct Trans			Field trips- transportation	2,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	14,626.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A1	LCFF: EL	Instruction	Ins Aide-Ext			Extra time to para, bilingual Spanish	618.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cons Svc/Oth			United For the Future : Mentoring/SEL support	9,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	46,592.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage for HSL	250.00



\$327,766.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,358.00
Sup & Conc	7090	\$204,542.00
LCFF: EL	7091	\$70,866.00
<b>Grand Total</b>		<b>\$327,766.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$225,165.00
G2 - All students will engage in arts, activities, and athletics	\$15,042.00
G3 - All students will demonstrate the character and competencies for workplace success	\$2,000.00
G4 - All students will stay in school on target to graduate	\$85,559.00
<b>Grand Total</b>	<b>\$327,766.00</b>