

Lincoln Elementary School

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	65/66	68.59 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	63/67	55.28 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	48/67	45.64 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	39/68	25.76 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	19/68	44.69 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	44/68	94.31 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	36/68	36.07 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	52/67	36.15 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: Lincoln Elementary will implement standards-based math instruction to support an increase in the percentage of students scoring “Standards met or Standards exceeded” on the 2016-2017 Math SBAC administration.		
SQII Element:6169	SQII Sub-element(s):standard met/exceeded	Site Growth Target:10%	Vendor (contracted services)
<input type="checkbox"/> xNew Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> xData <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: End of year 2014-2015 Math SBAC data indicates that 17.02% of students scored “Standards met or Standards exceeded”. By June 2017, there will be a 10% increase in the percentage of students scoring “Standards met or Standards exceeded”.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s)	Timeline
<ul style="list-style-type: none"> GoMath Assessments Grade Level common formative assessments Daily checking for understanding/formative assessment by classroom teacher District Interim assessments FASTT Math data BBF quarterly assessments 		<ul style="list-style-type: none"> Teacher AC Team Lead Teachers TSA Administration 	<ul style="list-style-type: none"> Daily ongoing formative assessments Quarterly - Grade Level common assessment calendar District Interim assessment calendar
Explain the Targeted Actions for Parent Involvement (required by Title I):			
Describe related professional learning: <ul style="list-style-type: none"> Backwards Mapping of Math Standards Deconstruction of Math Standards Math Progressions Illuminate Test Development for Grade Level common formative assessments Site/District Math professional learning 			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> GoMath Practice books 			

- *ASUS Tablets for use of online GoMath resources*
- *Math journals*
- *Manipulatives*
- *Other materials and supplies that support math instruction*
- *FASTT Math*

Specify additional targeted actions for EL students:

- *Visual supports*
- *Graphic Organizers*
- *Language frames*
- *Structures to promote academic discourse*
- *Explicit teaching of academic math vocabulary*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$3,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentives/no Certificates	\$1,537
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies- Action 1	\$14,350
								Total	\$18,887

Domain	<input checked="" type="checkbox"/> X	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
		<i>Rates</i>				
Action # 2	<i>Detail the action: Lincoln Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring “Standards met or Standards exceeded” on the 2016-2017 ELA SBAC administration.</i>					
<i>SQII Element: 5926</i>	<i>SQII Sub-element(s): standard met/exceeded</i>		<i>Site Growth Target:5%</i>		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> <i>xNew Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input type="checkbox"/> <i>xData</i>	<input type="checkbox"/> <i>Research-based</i>	<input type="checkbox"/> <i>Local Knowledge/Context</i>	

<p><i>Write a SMART Goal to address each data point: End of year 2014-2015 ELA SBAC data indicates that 30.08% of students scored “Standards met or Standards exceeded”. By June 2017, there will be a 5% increase in the percentage of students scoring “Standards met or Standards exceeded”.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>ELA program Assessments</i> • <i>Grade Level common formative assessments</i> • <i>Daily checking for understanding/formative assessment by classroom teacher</i> • <i>District Interim assessments</i> • <i>DRP</i> • <i>BPST</i> • <i>BAS</i> • <i>Fluency benchmarks</i> • <i>Sight word benchmarks</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • <i>Teacher</i> • <i>AC Team</i> • <i>Lead Teachers</i> • <i>Administration</i> 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • <i>Daily ongoing formative assessments</i> • <i>Quarterly - Grade Level common assessment calendar</i> • <i>District assessment calendar</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Backwards Mapping of ELA Standards</i> • <i>ELA standards Progressions</i> • <i>Illuminate Test Development for Grade Level common formative assessments</i> • <i>Site/District ELA professional learning</i> • <i>Close Reading strategies</i> • <i>Digital Literacy</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>ELA adoption resources and materials</i> • <i>ASUS Tablets for use of online ELA resources</i> • <i>ELA journals</i> • <i>Other materials and supplies that support ELA instruction</i> • <i>Blended Learning/Differentiated Instruction</i> • <i>Certificated Reading Tutors</i> • <i>Bilingual Paraprofessionals</i> • <i>Learning A-Z Licenses</i> • <i>On-Site Counselor to support students struggling with behaviors that impact academic achievement</i> 		

- *Starfall*

Specify additional targeted actions for EL students:

- *Visual supports*
- *Graphic Organizers*
- *Language frames*
- *Structures to promote academic discourse*
- *Explicit teaching of academic ELA vocabulary*
- *Bilingual Paraprofessionals*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Para, bilingual Spanish	\$12,004
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Paraprofessional, bilingual Spanish	\$12,004
2	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.4375		Certificated Reading Tutor 2/3	\$38,256
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies - action 2	\$14,350
2	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	\$2,429
Total									\$79,043

Domain	<input checked="" type="checkbox"/> Rates	1. Academic – Performance/Growth/ Completion/Retention/Graduation	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3		Detail the action: Lincoln Elementary will implement standards-based math instruction to support an increase in the percentage of students scoring “Standards met or Standards exceeded” on the 2016-2017 District Interim Math common formative assessment.				
SQII Element:6258		SQII Sub-element(s): standard met/exceeded		Site Growth Target:10%		Vendor (contracted services)
<input type="checkbox"/> xNew Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> xData <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: 2015-2016 winter District Interim Math assessment data indicates that 14.71% of students scored “Standards met or Standards exceeded”. By June 2017, there will be a 10% increase in the percentage of students scoring “Standards met or Standards exceeded”.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s)		Timeline	
<ul style="list-style-type: none"> GoMath Assessments Grade Level common formative assessments Daily checking for understanding/formative assessment by classroom teacher District Interim assessments FASTT Math data BBF quarterly assessments 			<ul style="list-style-type: none"> Teacher AC Team Lead Teachers Administration TSA 		<ul style="list-style-type: none"> Daily ongoing formative assessments Quarterly - Grade Level common assessment calendar District Interim assessment calendar 	
Explain the Targeted Actions for Parent Involvement (required by Title I):						
Describe related professional learning: <ul style="list-style-type: none"> Backwards Mapping of Math Standards Deconstruction of Math Standards Math Progressions Illuminate Test Development for Grade Level common formative assessments Site/District Math professional learning 						
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> GoMath Practice books ASUS Tablets for use of online GoMath resources Math journals 						

- Manipulatives
- Other materials and supplies that support math instruction
- FASST Math

Specify additional targeted actions for EL students:

- Visual supports
- Graphic Organizers
- Language frames
- Structures to promote academic discourse
- Explicit teaching of academic math vocabulary

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies - Action 3	\$14,376
3	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	\$2,328
3	1	EL	Instruction	Direct-Maintenance (Dr)				Installation Projectors	\$1,000
								Total	\$17,704

Domain	<input checked="" type="checkbox"/> Rates	1. Academic – Performance/Growth/ Completion/Retention/Graduation	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
	Action # 4	Detail the action: Lincoln Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring “Standards met or Standards exceeded” on the 2016-2017 District Interim ELA common formative assessment.				
SQII Element:6256		SQII Sub-element(s): standard met/exceeded		Site Growth Target:5%	Vendor (contracted services)	
<input type="checkbox"/> xNew Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/>	xData <input type="checkbox"/>	Research-based <input type="checkbox"/>	Local Knowledge/Context <input type="checkbox"/>	
Write a SMART Goal to address each data point: 2015-2016 winter District Interim ELA assessment data indicates that 22.36% of students scored “Standards met or Standards exceeded”. By June 2017, there will be a 5% increase in the percentage of students scoring “Standards met or Standards exceeded”.						

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>ELA program Assessments</i> • <i>Grade Level common formative assessments</i> • <i>Daily checking for understanding/formative assessment by classroom teacher</i> • <i>District Interim assessments</i> • <i>BPST</i> • <i>BAS</i> • <i>Fluency Benchmarks</i> • <i>Sight Word Benchmarks</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • <i>Teacher</i> • <i>AC Team</i> • <i>Lead Teachers</i> • <i>Administration</i> • <i>TSA</i> 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • <i>Daily ongoing formative assessments</i> • <i>Quarterly - Grade Level common assessment calendar</i> • <i>District assessment calendar</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Backwards Mapping of ELA Standards</i> • <i>ELA standards Progressions</i> • <i>Illuminate Test Development for Grade Level common formative assessments</i> • <i>Site/District ELA professional learning</i> • <i>Substitutes for grade level planning</i> • <i>Substitutes for Student Study Teams</i> • <i>Close Reading strategies</i> • <i>Digital Literacy</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>ELA adoption resources and materials</i> • <i>ASUS Tablets for use of online ELA resources</i> • <i>ELA journals</i> • <i>Other materials and supplies that support ELA instruction</i> • <i>Blended Learning/Differentiated Instruction</i> • <i>Certificated Reading Tutors</i> • <i>Bilingual Paraprofessionals</i> • <i>Learning A-Z Licenses</i> • <i>On-Site Counselor to support students struggling with behaviors that impact academic achievement</i> • <i>Starfall</i> 		
<p><i>Specify additional targeted actions for EL students:</i></p>		

- *Visual supports*
- *Graphic Organizers*
- *Language frames*
- *Structures to promote academic discourse*
- *Explicit teaching of academic ELA vocabulary*
- *Bilingual Paraprofessionals*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		K/1 Certificated Reading Tutor	\$36,944
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SST	\$4,570
4	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Grade level planning	\$7,998
4	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	\$2,428
4	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies - Action 4	\$14,350
4	1	EL	Instruction	Non Capitalized Equipment				Technology	\$5,000
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement - no Food/no Incentive/no Certificate	\$892
Total									\$72,182

Domain	<input checked="" type="checkbox"/> Rates	1. Academic – Performance/Growth/Completion/Retention/Graduation	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	Action # 5	Detail the action: Lincoln Elementary will implement standards-based ELD strategies to support an increase in the percentage of English Learner students who are redesignated.				
SQII Element:917		SQII Sub-element(s):continuously enrolled redesignation rate		Site Growth Target:3%	Vendor (contracted services)	
<input type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: 2014-2015 End of Year English Learner Redesignation rate indicates that 21.31% of English Learner students were redesignated. By June 2017, there will be a 3% increase in the Redesignation rate.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s)		Timeline	
<ul style="list-style-type: none"> • CELDT • DRP • BPST benchmarks • BAS benchmarks • KAIG • Student work samples • Fluency benchmarks • Grade Level common formative assessments • Checking for understanding by classroom teacher 			<ul style="list-style-type: none"> • Teacher • AC Team • Lead Teachers • Administration • TSA • EL Services • Instructional Coach 		<ul style="list-style-type: none"> • Grade Level assessment calendar • On-going formative assessments • District assessment calendar 	
Explain the Targeted Actions for Parent Involvement (required by Title I):						
<ul style="list-style-type: none"> • SSC • ELAC/DELAC • Parent University 						
Describe related professional learning:						
<ul style="list-style-type: none"> • Deconstruction of ELD Standards • ELD Frameworks • CELDT analysis, domains and content • Site/District ELD professional learning • PL on student engagement, high levels of academic discourse, language support and structures 						
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):						

- *ELA adoption resources and materials*
- *ASUS tablets for use of online integrated ELA/ELD resources*
- *ELA/ELD journals*
- *Other materials and supplies that support ELA/ELD instruction*
- *Bilingual Paraprofessionals*
- *RTI small group instruction for K-3 to support foundational skills daily by Certificated Reading Tutors*
- *Differentiated small group instruction*
- *Digital Literacy resources to support blended learning such as Learning AZ, HeadSprout, Starfall, etc.*
- *On-Site counseling services to support students struggling with behaviors that impact achievement*
- *Translations*

Specify additional targeted actions for EL students:

- *Visual supports and Graphic Organizers*
- *Language frames*
- *Structures to promote academic discourse*
- *Explicit teaching of academic ELA vocabulary*
- *Bilingual Paraprofessionals*
- *RTI small group instruction for K-3 to support foundational skills daily by Certificated Reading Tutors*
- *Bilingual Paraprofessionals (2 BIAs 0.4375 FTE)*
- *CELDT administration (CELDT assessors)*
- *EL Redesignation goal setting teacher/student chats*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	EL	Instruction	Instr Aide-Extra Time Salaries				Extra time to Para, bilingual Spanish	\$1,045
5	1	EL	Instruction	Materials & Supplies				Materials and supplies	\$8,338
5	1	EL	Instruction	Direct-Other (Dr)				CELDT assessors by REA	\$3,000
								Total	\$12,383

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 6	Detail the action: Lincoln Elementary will implement a school-wide positive support behavior program to reduce the suspension rate.					
SQII Element:843		SQII Sub-element(s):suspension rate		Site Reduction Target:3%	Vendor (contracted services) On-Site Counseling	
<input type="checkbox"/> New Action	<input type="checkbox"/> xOn-going	Reasoning: <input type="checkbox"/> xData <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: Winter 2015-2016 Suspension data showed 6.68%% out of school suspension incidents per 100. By June 2017, there will be a 3% decrease in the suspension rates.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • ATLAS • Office referrals • On-site counseling referrals 				Owner(s) <ul style="list-style-type: none"> • Teachers • All staff • Administration • Restorative Practices Counselor • On-Site Counseling 		Timeline <ul style="list-style-type: none"> • Ongoing data analysis of office referrals and suspensions • Teacher lesson plans reflecting direct instruction of Tier 1 supports
Explain the Targeted Actions for Parent Involvement (required by Title I):						
Describe related professional learning: Tier 1 Supports <ul style="list-style-type: none"> • Second Step • Class Meetings • Beginning of year behavior assembly • Character Counts Events/Fun Works • Quarterly recognition of awards assemblies • Daily use of Wildcat Success Poster • Daily use of Lincoln Playground Handbook • Classroom Behavior Chart • STOIC • Restorative Practices 						

- *Levels of Misbehaviors*
- *Ratio of Positive to Negative Interactions*
- *Guidelines for Success*

Tier 2 Supports

- *Counseling*
- *Behavior Support Plan – Level 1*
- *Parent Communication*
- *Student Study Team (substitutes needed)*

Tier 3 Supports

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *On-Site Counseling*
- *Restorative Counselor supports to include counseling, modeling of lessons, working with small groups of students, etc.*
- *Fun Works*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	On-site counseling	\$20,000
6	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee - on site counseling	\$400
								Total	\$20,400

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	Action # 7	Detail the action: Lincoln Elementary will implement proactive supports and restorative practices to foster school connectedness and to increase the percentage of students who feel like they are a part of the school.				

<p><i>SQII Element:395</i></p>	<p><i>SQII Sub-element(s):overall student participation (LCAP:6C)</i></p>	<p><i>Site Growth Target:5%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>xNew Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input type="checkbox"/> <i>xData</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: 2014-2015 End of Year School Culture Climate Student survey data showed that 84.71% of students responded 'Most of the time' or 'All of the time' to the question "I feel like I am part of this school". By June 2017, there will be a 5% increase.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>ATLAS</i> • <i>SEL Surveys</i> • <i>Culture/Climate Surveys</i> • <i>Safe and Civil Team Surveys</i> • <i>California Healthy Kids Surveys</i> • <i>Goal 2 Participation</i> 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • <i>Administration</i> • <i>TSA</i> • <i>Teachers</i> • <i>All Staff</i> • <i>Culture/Climate Team</i> • <i>Restorative Practices Counselor</i> • <i>Home School Liaison</i> 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • <i>Ongoing data analysis weekly/monthly/quarterly</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent school/home communications</i> • <i>Parent/Teacher conferences</i> • <i>Home School Liaison</i> • <i>Parent University</i> • <i>Student Study Team (substitutes needed)</i> • <i>Edutext</i> • <i>On-Site Counseling</i> • <i>SSC/ELAC/DELAC</i> • <i>Translators</i> • <i>Awards Assemblies</i> • <i>Parent Volunteers</i> 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Site/District Professional Learning to promote increased attendance</i> • <i>Social Emotional Learning</i> • <i>Safe and Civil Schools</i> 			

- Restorative Practices
- Second Step
- Olweus Bullying Prevention
- Counseling Services
- Community Resources

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Monthly parent meeting/conferences with administration to support chronically absent students
- On-Site Counselor services for students struggling with behaviors that affect attendance and academic achievement
- Quarterly awards to recognize students with perfect attendance
- Participation in Goal 2 activities
- Girl Power, Boys to Men meetings to support high-risk students

Specify additional targeted actions for EL students:

- Translators
- Home School Liaison

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL	\$12,846
7	1	EL	Parent Participation	Classified Support-Supplemental				Interpreters for parent meetings	\$4,697
Total									\$17,543

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 8	Detail the action: Lincoln Elementary will implement proactive supports and opportunities to promote an increase in the percentage of students engaged in any goal 2 activity.					
SQII Element:2080			SQII Sub-element(s): overall student participation (LCAP:6C)		Site Growth Target:5%	Vendor (contracted services)
<input type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> xData <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				

<p><i>Write a SMART Goal to address each data point: 2014-2015 End of Year Goal 2 data showed that 56.80% of unique students were engaged in any goal 2 activity. By June 2017, there will be a 5% increase in the percentage of students engaged in any goal 2 activity.</i></p>									
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • ATLAS Goal 2 data • List of school clubs • List of meaningful jobs • List of sports 					<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Administration • TSA • Teachers 			<p><i>Timeline</i></p> <ul style="list-style-type: none"> • Ongoing data analysis weekly/monthly/quarterly 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>									
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • District and site professional learning 									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Materials, technology, and supplies related to Goal 2 activity • Fieldtrips • Afterschool Program <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • Home School Liaison • Translators 									

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Instruction	Materials & Supplies				Proactive supports	\$5,000
								Total	\$5,000

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 9	<i>Detail the action: Lincoln Elementary will implement a school-wide attendance support program.</i>					
<i>SQII Element:48</i>		<i>SQII Sub-element(s):attendance growth</i>		<i>Site Growth Target:1%</i>		<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>		<input type="checkbox"/> <i>xOn-going</i>		<i>Reasoning: <input type="checkbox"/> xData <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: 2015-2016 Winter attendance data showed an ADA Attendance rate of 95.32%. By June 2017, there will be a 1% increase in the percentage of students engaged in any goal 2 activity</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>
<ul style="list-style-type: none"> • <i>Daily monitoring by Teacher</i> • <i>Mid-quarter attendance review</i> • <i>End of quarter attendance review</i> • <i>ATLAS</i> 				<ul style="list-style-type: none"> • <i>Administration</i> • <i>TSA</i> • <i>Teachers</i> • <i>Home School Liaison</i> • <i>Attendance Clerk</i> • <i>Culture/Climate Team</i> 		<i>Ongoing data analysis weekly/monthly/quarterly</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>						
<ul style="list-style-type: none"> • <i>Parent school/home communications</i> • <i>Parent/Teacher conferences</i> • <i>Home School Liaison</i> • <i>Parent University</i> • <i>Student Study Team (substitutes needed)</i> • <i>Edutext</i> • <i>On-Site Counseling</i> • <i>SSC/ELAC/DELAC</i> • <i>Translators</i> • <i>Awards Assemblies</i> • <i>Parent Volunteers</i> 						

Describe related professional learning:

Tier 1 Supports

- *Second Step*
- *Class Meetings*
- *Beginning of year behavior assembly*
- *Character Counts Events/Fun Works*
- *Quarterly recognition of awards assemblies*
- *Daily use of Wildcat Success Poster*
- *Daily use of Lincoln Playground Handbook*
- *Classroom Behavior Chart*
- *STOIC*
- *Restorative Practices*
- *Levels of Misbehaviors*
- *Ratio of Positive to Negative Interactions*
- *Guidelines for Success*

Tier 2 Supports

- *Counseling*
- *Behavior Support Plan – Level 1*
- *Behavior Supports for intensive students*
- *Parent Communication*
- *Student Study Team*

Tier 3 Supports

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Monthly parent meeting/conferences with administration to support chronically absent students*
- *On-Site Counselor services for students struggling with behaviors that affect attendance and academic achievement*
- *Quarterly awards to recognize students with perfect attendance*
- *Participation in Goal 2 activities*
- *Girl Power, Boys to Men meetings to support high-risk students*

Specify additional targeted actions for EL students:

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$41,012 *
7090	LCFF Supplemental & Concentration	\$116,786
7091	LCFF for English Learners	\$85,344
TOTAL 2016/17 ON-SITE ALLOCATION		\$243,142

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$892
Remaining Title I funds are at the discretion of the School Site Council	\$40,120
Total Title I Allocation	\$41,012

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0310 Lincoln Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	1,537.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	3,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies- Action 1	14,350.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Mat/Supplies-no Food/no Incentive/no Certificate	2,429.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies - action 2	14,350.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.438	Certificated Reading Tutor 2/3	38,256.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Paraprofessional, bilingual Spanish	12,004.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Para, bilingual Spanish	12,004.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Mat/Supplies-no Food/no Incentive/no Certificate	2,328.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies - Action 3	14,376.00
3	1	EL	Instruction	Direct-Maint			Installation Projectors	1,000.00
4	1	Title 1 Basic	Instruction	Teacher-Subs			Grade level planning	7,998.00
4	1	Title 1 Basic	Instruction	Mat & Supp			: Mat/Supplies-no Food/no Incentive/no Certificate	2,428.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - no Food/no Incentive/no Certificate	892.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	K/1 Certificated Reading Tutor	36,944.00
4	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST	4,570.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies - Action 4	14,350.00
4	1	EL	Instruction	Nc-Equipment			Technology	5,000.00
5	1	EL	Instruction	Ins Aide-Ext			Extra time to Para, bilingual Spanish	1,045.00
5	1	EL	Instruction	Mat & Supp			Materials and supplies	8,338.00
5	1	EL	Instruction	Direct-Other			CELDT assessors by REA	3,000.00
6	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee - on site counseling	400.00
6	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On-site counseling	20,000.00
7	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	HSL	12,846.00
7	1	EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings	4,697.00
8	3	Sup & Conc	Instruction	Mat & Supp			Proactive supports	5,000.00

\$243,142.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,012.00
Sup & Conc	7090	\$116,786.00
EL	7091	\$85,344.00
Grand Total		\$243,142.00

Domain Totals	Budget Totals
Academic	\$217,742.00
Culture & Climate	\$5,000.00
Social/Emotional	\$20,400.00
Grand Total	\$243,142.00

E.1. 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. 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 - Xiomara Mendoza				X	
3. Secretary - Peggy Harrison			X		
4. Chad Dias		X			
5. Jose Gonzalez		X			
6. Leticia Vargas		X			
7. David Constante				X	
8. Marisela Bautista				X	
9. Maria Bustamante				X	
10. (Open)				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

School Name: <i>Lincoln Elementary</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Marisa Favila	<i>Marisa Favila</i>	3/30/16
SSC Chairperson	Xiomara Mendoza	<i>Xiomara S. Mendoza</i>	3/30/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws