### **Lincoln Elementary School**

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: Maria Davila

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

Lincoln Elementary School

Title I - SWP

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

# 2016 - 2017 SPSA Needs Assessment

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Select

SCHOOL : Lincoln

Print this page

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#### **1 Academic Performance**

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Elementary	Reading by Third Grade	2- Disproportionality	<u>6033</u>	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 %
	Elementary	ELA (SBAC)	5- Achievement Gap	<u>5997</u>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	63/67	55.28 %
	Elementary	Math (SBAC)	5- Achievement Gap	<u>5998</u>	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
	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<u>6338</u>	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
	Elementary	Middle School Readiness	1- EllS Green Zone Rate	<u>6381</u>	Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	19/68	44.69 %

http://cepbeta.ucmerced.edu/studentcourse/CycleOfReview/decisionindex/dsp\_SPSAIndex.cfm?selschool=600636&printmode=1

#### **4** Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Elementary	Suspension	3- Appropriate Behavior Intervention	<u>6302</u>	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	%
	Elementary	Chronic Absenteeism	4- Attendance Retention	<u>5963</u>	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 %
	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<u>6331</u>	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	d Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Elementary	Student Engagement	3- Disproportionality	<u>5944</u>	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 A	oproval : 🔍 No 🤇	Yes   Approval Date	: 03/31/	/2016		

[Only assigned Principal/Vice Principal can save changes]

# **B.** Action Plan

Domain       Completion/Releasion/Releasion/Releasion Rates       Progagement/SFID identifycation/ Explaision Rates         Action # 1       Detail the action: Lincohn 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       Standards met or Standards exceeded" on the 2016-2017 Math SBAC administration.         SQII Element:6169       SQII Sub-element(s):standard       Standards for wht       Vendor (contracted services)         wite a SMART Goal to address each data point:       AData       Research-based       Local Knowledge/Context         Write a SMART Goal to address each data point:       Reasoning:       xNew Action       Owner(s)       Timeline         End of year 2014-2015 Math SBAC data indicates that 17.02% of students scored "Standards met or Standards exceeded".       District mathematic progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)       Owner(s)       Timeline         Gorada Level common formative assessments       Lead Teachers       TSA       Quarterly - Grade Level common         Pality checking for understanding/formative assessment to pality checking for for adverse assessments       TSA       Quarterly - Grade Level common         Explain the Targeted Actions for Parent Involvement (required by Title I):       De	X 1. Academic – Perform		2. Social/Emotion		3. Culture/Climate - Student/Parent		
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 or Standards exceeded "on the 2016-2017 Math SBAC administration.         SQII Element:6169       SQII Sub-element(s):standard met or Standards exceeded "on the 2016-2017 Math SBAC administration.         SQII Sub-element(s):standard met or Standards met or Standards exceeded "target:10%       Vendor (contracted services)         * xNew Action On-going       Reasoning: xData Research-based Local Knowledge/Context         Write a SMART Goal to address each data point:       Numerics of standards met or Standards met or Standards exceeded".         End of year 2014-2015 Math SBAC data indicates that 17.02% of students scored "Standards met or Standards exceeded".       Numer(s)         Include all interim monitoring using the Cycle of Continuous Improvement model:       Owner(s)       Timeline         (Include all interim monitoring evidence points showing impact)       • Ac Team       • Daily ongoing formative assessments         • Daily checking for understanding/formative assessment by classroom teacher       • TSA       • Quarterly common assessments         • Daily checking for understanding/formative assessments       • Administration       • District Interim assessments         • BBF quarterly assessments       • Daily conformative assessment calenda	<b>Domain</b> Completion/Retention	n/Graduation	-		Engagement/SPED Identification/		
ACUION #1       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)         xNew Action       On-going       Reasoning:       xData       Research-based       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".       Timeline         Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)       Owner(s)       Timeline         GoMath Assessments       Grade Level common formative assessments       District Interim assessments       Quarterly - Grade         Explain the Targeted Actions for Parent Involvement (required by Title 1):       Describe related professional learning:       Backwards Mapping of Math Standards         Deconstruction of Math Standards       Deconstruction of Grade Level common formative assessments       Site Clearning:         Backwards Mapping of Math Standards       Deconstruction of Math Standards       Site Clearning:         Backwards Mapping of Math Standards       Deconstruction of Math Standards       Site/District Math professional learning			-		5		
SQII Element: 6169       SQII Sub-element(s):standard       Site Growth       Vendor (contracted services)         Met/exceeded       standards       Site Growth       Vendor (contracted services)         Write a SMART Goal to address each data point:       net/exceeded       Iterational secteded'.         Write a SMART Goal to address each data point:       Ead 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'.       Timeline         (Include all interim monitoring using the Cycle of Continuous Improvement model:       Owner(s)       Timeline         (Include all interim monitoring evidence points showing impact)       Timeline       0 Daily ongoing formative assessments         Baily checking for understanding/formative assessment by classroom teacher       TSA       Quarterly - Grade         Explain the Targeted Actions for Parent Involvement (required by Title I):       Describe related professional learning:       Backwards Mapping of Math Standards         Deconstr							
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xNew Action       On-going       Reasoning:       xData       Research-based       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:       Owner(s)       Timeline         (Include all interim monitoring evidence points showing impact)       • Teacher       • Daily ongoing formative assessments         • Grade Level common formative assessments       • Local Knowledge/Context       • Daily ongoing formative assessments         • FASTT Math data       • TSA       • Teacher       • Daily ongoing assessment calendar         • BBF quarterly assessments       • District Interim assessments       • District Interim assessments       • District Interim assessments         • Explain the Targeted Actions for Parent Involvement (required by Title I):       Describe related professional learning:       • Backwards Mapping of Math Standards       • Deconstruction of Math Standards         • Deconstruction of Math Progressions       • Illuminate Test Development for Grade Level common formative assessments       • Site/District Math professional learning	SQII Element:0109	~	ı(s):standara		vendor (contracted services)		
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<ul> <li>District Interim assessments</li> <li>FASTT Math data</li> <li>BBF quarterly assessments</li> <li>Administration</li> <li>Level common assessment calendar</li> <li>District Interim assessment calendar</li> <li>District Interim assessment calendar</li> </ul>	• Daily checking for understanding/fo	ormative assessmen	t by classroom teacher	• TSA	• Quarterly - Grade		
<ul> <li>BBF quarterly assessments</li> <li>District Interim assessment calendar</li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I):</li> <li>Describe related professional learning: <ul> <li>Backwards Mapping of Math Standards</li> <li>Deconstruction of Math Standards</li> <li>Math Progressions</li> <li>Illuminate Test Development for Grade Level common formative assessments</li> <li>Site/District Math professional learning</li> </ul> </li> </ul>	District Interim assessments			Administ	ration Level common		
assessment calendar         Explain the Targeted Actions for Parent Involvement (required by Title I):         Describe related professional learning:         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	• FASTT Math data				assessment calendar		
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<ul> <li>Deconstruction of Math Standards</li> <li>Math Progressions</li> <li>Illuminate Test Development for Grade Level common formative assessments</li> <li>Site/District Math professional learning</li> </ul>	Describe related professional learning:						
<ul> <li>Math Progressions</li> <li>Illuminate Test Development for Grade Level common formative assessments</li> <li>Site/District Math professional learning</li> </ul>		ards					
<ul> <li>Illuminate Test Development for Grade Level common formative assessments</li> <li>Site/District Math professional learning</li> </ul>	5						
Site/District Math professional learning							
			formative assessments				
	Site/District Math professional learn	ning					
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):	Describe direct instructional services to stud	lents, including ma	iterials and supplies real	uired (curriculum d	and instruction):		
• 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*

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

<b>Domain</b> X Rates	1. Academic – Performance/Grow Completion/Retention/Graduation	th/ 2. Social/Emotion Absenteeism/Su Expulsion Rates	spension/ Eng	Culture/Climate - Student/Parent gagement/SPED Identification/ L Re-designation Rates
Action # 2				ction to support an increase in the 6-2017 ELA SBAC administration.
SQII Element: 5926	SQII Sub-	element(s): standard	Site Growth	Vendor (contracted services)
	met/excee	ded	Target:5%	
xNew Action	On-going Reasoning	y: 🔲 xData 🔲 Rese	arch-based 🔲 Local	l Knowledge/Context

Lincoln Elementary School

Title I - SWP

Write a SMART Goal to address each data point:										
End of year 2014-2015 ELA SBAC data indicates that 30.08% of students scored "Star	ndards met or Standards e:	xceeded". By June 2017, there								
will be a 5% increase in the percentage of students scoring "Standards met or Standard	ds exceeded".									
Explain the Progress Monitoring using the Cycle of Continuous Improvement model:										
(Include all interim monitoring evidence points showing impact)	• Teacher	• Daily ongoing								
• ELA program Assessments	• AC Team	formative								
Grade Level common formative assessments	• Lead Teachers	assessments								
• Daily checking for understanding/formative assessment by classroom teacher	Administration	• Quarterly - Grade								
• District Interim assessments		Level common								
• DRP		assessment calendar								
• BPST		• District assessment								
• BAS		calendar								
<ul> <li>Fluency benchmarks</li> </ul>										
• Sight word benchmarks										
Explain the Targeted Actions for Parent Involvement (required by Title I):										
Describe related professional learning:										
Backwards Mapping of ELA Standards										
• ELA standards Progressions										
• Illuminate Test Development for Grade Level common formative assessments										
• Site/District ELA professional learning										
• Close Reading strategies										
Digital Literacy										
Describe direct instructional services to students, including materials and supplies req	uired (curriculum and inst	truction):								
ELA adoption resources and materials										
• ASUS Tablets for use of online ELA resources										
• ELA journals										
• Other materials and supplies that support ELA instruction										
Blended Learning/Differentiated Instruction										
Certificated Reading Tutors										
Bilingual Paraprofessionals										
• Learning A-Z Licenses										
• On-Site Counselor to support students struggling with behaviors that impact a	cademic achievement									

# Lincoln Elementary School

Title I - SWP

#### • 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
				Instr Aide-	Paraprof,				
				Regular	Bilingual				
2	1	EL	Instruction	Salaries	Spanish	0.4375		Para, bilingual Spanish	\$12,004
				Instr Aide-	Paraprof,				
				Regular	Bilingual			Paraprofessional, bilingual	
2	1	EL	Instruction	Salaries	Spanish	0.4375		Spanish	\$12,004
				Teacher-					
				Regular				Certificated Reading Tutor	
2	1	EL	Instruction	Salaries	Tutor	0.4375		2/3	\$38,256
		Sup							
		&		Materials &				Materials and supplies -	
2	1	Conc	Instruction	Supplies				action 2	\$14,350
		Title							
		1		Materials &				Mat/Supplies-no Food/no	
2	1	Basic	Instruction	Supplies				Incentive/no Certificate	\$2,429
								Total	\$79,043

	1. Academic – Perform		2. Social/Emotion			re/Climate - Student/Parent
<b>Domain</b>	Completion/Retention	/Graduation	Absenteeism/Susp Expulsion Rates	pension/		ment/SPED Identification/ -designation Rates
Action # 3 SQII Element:6258 xNew Action	Detail the action: percentage of stud common formative On-going	ents scoring "Stand assessment. SQII Sub-element met/exceeded Reasoning:	ry will implement standa dards met or Standards t(s): standard	exceeded" of Site Grown Target: 109	nath instructio on the 2016-20 th %	n to support an increase in the D17 District Interim Math Vendor (contracted services) owledge/Context
	trict Interim Math asse	essment data indica	ates that 14.71% of stud tudents scoring ''Standa			et or Standards exceeded". By eded".
	onitoring evidence poi ssments ommon formative asse g for understanding/fo m assessments data v assessments	nts showing impact essments rmative assessment	t)	• A( • Le	eacher C Team ead Teachers Iministration SA	<ul> <li>Timeline</li> <li>Daily ongoing formative assessments</li> <li>Quarterly - Grade Level common assessment calendar</li> <li>District Interim assessment calendar</li> </ul>
<ul> <li>Deconstructio</li> <li>Math Progress</li> <li>Illuminate Tes</li> <li>Site/District Mathing</li> </ul>	apping of Math Standa n of Math Standards sions at Development for Gra lath professional learr	ade Level common <sub>.</sub> iing	formative assessments aterials and supplies req	uired (curric	culum and inst	truction):
GoMath Prace	tice books for use of online GoM	_				······· · · · · · · · · · · · · · · ·

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

Specify additional targeted actions for EL students:

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- *Structures to promote academic discourse*
- Explicit teaching of academic math vocabulary

#### Budgeted Expenditures

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

Domain	X Rates	1. Academic – Perfor Completion/Retention	mance/Growth/ n/Graduation	Abs		Emotiona sm/Suspe Rates		Engage	rre/Climate - Student/Parent ment/SPED Identification/ e-designation Rates
Action #	4		lents scoring "Star						n to support an increase in the 017 District Interim ELA
SQII Element:62.	56	-	SQII Sub-elemen met/exceeded	t(s): stando	ırd		Site Grov Target:59		Vendor (contracted services)
xNew Action		On-going	Reasoning:	xData		Resear	ch-based	🔲 Local Kn	owledge/Context
		o address each data p							
						0			t or Standards exceeded". By
June 2017, there	will b	e a 5% increase in th	e percentage of sti	idents scor	ing "S	tandardi	s met or St	andards exceed	ded".

#### 2016-2017

<ul> <li>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul> <li>ELA program Assessments</li> <li>Grade Level common formative assessments</li> <li>Daily checking for understanding/formative assessment by classroom teacher</li> <li>District Interim assessments</li> <li>BPST</li> <li>BAS</li> <li>Fluency Benchmarks</li> <li>Sight Word Benchmarks</li> </ul> </li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I):</li> </ul>	Owner(s) • Teacher • AC Team • Lead Teachers • Administration • TSA	<ul> <li>Timeline</li> <li>Daily ongoing formative assessments</li> <li>Quarterly - Grade Level common assessment calendar</li> <li>District assessment calendar</li> </ul>
<ul> <li>Describe related professional learning:</li> <li>Backwards Mapping of ELA Standards</li> <li>ELA standards Progressions</li> <li>Illuminate Test Development for Grade Level common formative assessments</li> <li>Site/District ELA professional learning</li> <li>Substitutes for grade level planning</li> <li>Substitutes for Student Study Teams</li> <li>Close Reading strategies</li> <li>Digital Literacy</li> </ul>		
<ul> <li>Describe direct instructional services to students, including materials and supplies require ELA adoption resources and materials</li> <li>ASUS Tablets for use of online ELA resources</li> <li>ELA journals</li> <li>Other materials and supplies that support ELA instruction</li> <li>Blended Learning/Differentiated Instruction</li> <li>Certificated Reading Tutors</li> <li>Bilingual Paraprofessionals</li> <li>Learning A-Z Licenses</li> <li>On-Site Counselor to support students struggling with behaviors that impact action</li> </ul>		ruction):

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

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

Domain X 1. Academic – Perform Completion/Retention		vension/ Engage	ure/Climate - Student/Parent ement/SPED Identification/ e-designation Rates
	Lincoln Elementary will implement standd lish Learner students who are redesignated		s to support an increase in the
SQII Element:917	SQII Sub-element(s):continuously enrolled redesignation rate	Site Growth Target:3%	Vendor (contracted services)
New Action 🔲 xOn-going	Reasoning: 🔲 xData 🔲 Resea	rch-based 🛛 Local Kn	owledge/Context
Write a SMART Goal to address each data p 2014-2015 End of Year English Learner Rea 2017, there will be a 3% increase in the Red	lesignation rate indicates that 21.31% of E	English Learner students w	vere redesignated. By June
<ul> <li>Explain the Progress Monitoring using the C</li> <li>(Include all interim monitoring evidence poil</li> <li>CELDT</li> <li>DRP</li> <li>BPST benchmarks</li> <li>BAS benchmarks</li> <li>KAIG</li> <li>Student work samples</li> <li>Fluency benchmarks</li> <li>Grade Level common formative asse</li> <li>Checking for understanding by class</li> <li>Explain the Targeted Actions for Parent Involution</li> <li>SSC</li> <li>ELAC/DELAC</li> <li>Parent University</li> </ul>	nts showing impact) essments sroom teacher	Owner(s) • Teacher • AC Team • Lead Teachers • Administration • TSA • EL Services Instructional Coach	<ul> <li>Timeline <ul> <li>Grade Level</li> <li>assessment calendar</li> <li>On-going formative</li> <li>assessments</li> </ul> </li> <li>District assessment calendar</li> </ul>
<ul> <li>Describe related professional learning:</li> <li>Deconstruction of ELD Standards</li> <li>ELD Frameworks</li> <li>CELDT analysis, domains and conte</li> <li>Site/District ELD professional learn</li> <li>PL on student engagement, high level</li> </ul>		rt and structures	

- 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*

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

Domain Rates	1. Academic – Perfor Completion/Retention		x	2. Social/Emotion Absenteeism/Susp Expulsion Rates		Engage	ure/Climate - Student/Parent ement/SPED Identification/ e-designation Rates
Action # 6	Detail the action: suspension rate.	Lincoln Elementa	ıry will	-	ol-wide po		pehavior program to reduce the
SQII Element:843		SQII Sub-elemen	nt(s):su	spension rate	Site Redu Target:3		Vendor (contracted services) On-Site Counseling
New Action	xOn-going	Reasoning:	xD	ata 🔲 Resear	rch-based	🔲 Local Kn	owledge/Context
Write a SMART Goal to Winter 2015-2016 Susp the suspension rates.	-		nool sus	spension incidents	per 100. T Owner(s)		there will be a 3% decrease in Timeline
Explain the Progress M (Include all interim mor • ATLAS • Office referrals • On-site counsel	nitoring evidence poi			ovement model:	• 7 • A • A • K • K • C • C	Feachers All staff Administration Restorative Practices Counselor Dn-Site Counseling	<ul> <li>Ongoing data analysis of office referrals and suspensions</li> <li>Teacher lesson plans reflecting direct instruction of Tier 1 supports</li> </ul>
Explain the Targeted Ad	ctions for Parent Inv	olvement (required	d by Tit	tle I):			
<ul> <li>Character Court</li> <li>Quarterly recog</li> <li>Daily use of With the second secon</li></ul>	ear behavior assembl nts Events/Fun Work gnition of awards ass ldcat Success Poster acoln Playground Ha avior Chart	s semblies					

- 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:

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

<b>Domain</b> <i>x</i>	1. Academic –       2. Social/Emotional -         Performance/Growth/       Absenteeism/Suspension/         Letion/Retention/Graduation Rates       Expulsion Rates    3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates						
Action # 7	Detail the action: Lincoln Element connectedness and to increase the		ports and restorative practices to foster school are they are a part of the school.				

participation (LCAP:6C)         x New Action       On-going         Reasoning:       xData         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.         Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)       Owner(s)         • AtLAS       • Teachers         • Culture/Climate Surveys       • All Staff         • California Healthy Kids Surveys       • Culture/Climate Team         • Goal 2 Participation       • Restorative Practices Counselor         • Home School Liaison       • Home School Liaison         • Parent Viewersity       • Home School Liaison         • Parent Study Team (substitutes needed)       • Student Study Team (substitutes needed)	SQII Element: 395	SQII Sub-element(	,	tudent	Site Growth	Target:5%	Vendor (contracted services)
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.         Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)       Owner(s)         • ATLAS       • Teachers         • SEL Surveys       • All Staff         • Culture/Climate Surveys       • Restorative         • Goal 2 Participation       • Restorative         Explain the Targeted Actions for Parent Involvement (required by Title 1):       • Parent School/home communications         • Parent School/Liaison       • Parent Student Study Team (substitutes needed)		· · ·			arah basad		nowladaa/Contaxt
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' 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.       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.         Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul> <li>ATLAS</li> <li>SEL Surveys</li> <li>Culture/Climate Surveys</li> <li>California Healthy Kids Surveys</li> <li>Goal 2 Participation</li> </ul> <ul> <li>Teachers</li> <li>Home School</li> <li>Liaison</li> </ul> <ul> <li>Teachers</li> <li>All Staff</li> <li>Culture/Climate Team</li> <li>Restorative Practices</li> <li>Conselor</li> <li>Home School</li> <li>Liaison</li> </ul> Explain the Targeted Actions for Parent Involvement (required by Title I):               Parent/Teacher conferences               Home School Liaison               Parent University               Student Study Team (substitutes needed)			хДии	L Res	eurch-Duseu		nowledge/Context
time' to the question "I feel like I am part of this school". By June 2017, there will be a 5% increase.           time' to the question "I feel like I am part of this school". By June 2017, there will be a 5% increase.       Timeline         Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)       Administration         ATLAS       Teachers       All Staff         Culture/Climate Surveys       Culture/Climate Surveys       All Staff         California Healthy Kids Surveys       Restorative       Practices         Counselor       Home School       Liaison         Explain the Targeted Actions for Parent Involvement (required by Title I):       Parent School/home communications       Parent University         Parent University       Student Study Team (substitutes needed)       Student Study Team (substitutes needed)			n data show	und that S	21 710/ of stud	lants raspond	ad 'Most of the time' or 'All of the
Explain the Progress Monitoring using the Cycle of Continuous Improvement       Owner(s)       Timeline         model: (Include all interim monitoring evidence points showing impact)       • TSA       • Ongoing data analysis         • ATLAS       • Teachers       • All Staff       • Culture/Climate       • ekly/monthly/quarter         • SEL Surveys       • Culture/Climate Surveys       • All Staff       • Culture/Climate       • Ongoing data analysis         • Safe and Civil Team Surveys       • California Healthy Kids Surveys       • Restorative       • Practices         • Goal 2 Participation       • Repart Involvement (required by Title I):       • Home School       • Liaison         • Explain the Targeted Actions for Parent Involvement (required by Title I):       • Parent School/home communications       • Parent University         • Parent University       • Student Study Team (substitutes needed)       • Student Study Team (substitutes needed)							eu Mosi of the time of Att of the
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 	time to the question Typet like I am part of	oj inis senooi . Dy	<i>June</i> 2017,	inere wi	ii de a 570 incl	euse.	
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 					Owner(s)		Timeline
model: (Include all interim monitoring evidence points showing impact)• Teachers• ATLAS• All Staff• SEL Surveys• Culture/Climate• Culture/Climate Surveys• Restorative• Safe and Civil Team Surveys• Restorative• California Healthy Kids Surveys• Practices• Goal 2 Participation• Home SchoolExplain the Targeted Actions for Parent Involvement (required by Title I):• Home School• Parent/Teacher conferences• Home School Liaison• Home School Liaison• Parent University• Student Study Team (substitutes needed)• Student Study Team (substitutes needed)						ninistration	• Ongoing data analysis
<ul> <li>ATLAS</li> <li>SEL Surveys</li> <li>Culture/Climate Surveys</li> <li>Safe and Civil Team Surveys</li> <li>California Healthy Kids Surveys</li> <li>Goal 2 Participation</li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I):</li> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>	Explain the Progress Monitoring using the	Cycle of Continuo	us Improve	ment	• TSA	L	weekly/monthly/quarterly
<ul> <li>SEL Surveys</li> <li>Culture/Climate Surveys</li> <li>Safe and Civil Team Surveys</li> <li>California Healthy Kids Surveys</li> <li>Goal 2 Participation</li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I):</li> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>	model: (Include all interim monitoring evid	dence points showi	ng impact)		• Tea	chers	
<ul> <li>Culture/Climate Surveys</li> <li>Safe and Civil Team Surveys</li> <li>California Healthy Kids Surveys</li> <li>Goal 2 Participation</li> <li>Fractices</li> <li>Counselor</li> <li>Home School Liaison</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>	• ATLAS				• All	Staff	
<ul> <li>Safe and Civil Team Surveys</li> <li>California Healthy Kids Surveys</li> <li>Goal 2 Participation</li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I):</li> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>	5				• Cul	ture/Climate	
<ul> <li>California Healthy Kids Surveys</li> <li>Goal 2 Participation</li> <li>Practices</li> <li>Counselor</li> <li>Home School</li> <li>Liaison</li> </ul> Explain the Targeted Actions for Parent Involvement (required by Title I): <ul> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>	5				Tea	m	
<ul> <li>Goal 2 Participation</li> <li>Goal 2 Participation</li> <li>Counselor <ul> <li>Home School</li> <li>Liaison</li> </ul> </li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I): <ul> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul> </li> </ul>	,						
<ul> <li>Home School Liaison</li> <li>Explain the Targeted Actions for Parent Involvement (required by Title I): <ul> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul> </li> </ul>							
LiaisonExplain the Targeted Actions for Parent Involvement (required by Title I):• Parent school/home communications• Parent/Teacher conferences• Home School Liaison• Parent University• Student Study Team (substitutes needed)	Goal 2 Participation						
<ul> <li>Explain the Targeted Actions for Parent Involvement (required by Title I):</li> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>							
<ul> <li>Parent school/home communications</li> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>		1 (/ :	11 7.4 1	\ \	Liai	ison	
<ul> <li>Parent/Teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>			a by Title I	):			
<ul> <li>Home School Liaison</li> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>		ms					
<ul> <li>Parent University</li> <li>Student Study Team (substitutes needed)</li> </ul>	0						
• Student Study Team (substitutes needed)							
		podod)					
	2	cucu)					
• On-Site Counseling							
• SSC/ELAC/DELAC	e						
• Translators							
Awards Assemblies							
Parent Volunteers							
Describe related professional learning:							
Site/District Professional Learning to promote increased attendance		g to promote increa	sed attenda	nce			
Social Emotional Learning		- <b>-</b>					
Safe and Civil Schools	0						

# Lincoln Elementary School

- *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

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

<b>Domain</b> Rates	1. Academic – Performance/C Completion/Retention/Gradue	ation Absente	l/Emotional - eeism/Suspension/ on Rates	X Engage	rre/Climate - Student/Parent ment/SPED Identification/ -designation Rates
Action # 8	Action #8 Detail the action: Lincoln Elementary will implement proactive supports and opportunities to promote an increase the percentage of students engaged in any goal 2 activity.				
SQII Element:2080		b-element(s): overall st ation (LCAP:6C)	udent Site Grov Target:5		Vendor (contracted services)
New Action	xOn-going Reason	ng: 🔲 xData	<b>Research-based</b>	d 🔲 Local K	nowledge/Context

Lincoln Elementary School

Title I - SWP

	v			l that 56.80% of uni ngaged in any goal	-	re engag	ged in any goal 2 act	ivity. By June 2017, there	will be a
model:	(Include al ATLAS Go List of sch List of med List of spo	l interim oal 2 date ool clubs aningful rts	n monitoring evid a s jobs	Cycle of Continuou ence points showing polvement (required	g impact)	0	wner(s) • Administratio • TSA • Teachers	Timeline • Ongoing data of weekly/monthly	
• Describ • •	District an or direct in. Materials, Fieldtrips Afterschool	d site pro struction technolo of Progra targeted ool Liais	ogy, and supplies am l actions for EL s	dents, including ma related to Goal 2 d		lies requ	uired (curriculum an	d instruction):	
Budget	ed Expend	tures							
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budge
8	3	Sup & Conc	Instruction	Materials & Supplies			Pro	active supports	\$5,00
						1 1	1		JJ,00

<b>Domain</b> 1. Academic – Perfor Completion/Retention		2. Social/Emotion Absenteeism/Susp			re/Climate - Student/Parent nent/SPED Identification/			
<b>Domain</b> Rates	n/Oradaalion	Expulsion Rates	ension/		designation Rates			
Action # 9 Detail the action:	Action #9 <i>Detail the action: Lincoln Elementary will implement a school-wide attendance support program.</i>							
SQII Element:48	SQII Sub-element(	s):attendance growth	Site Grow	th Target:1%	Vendor (contracted services)			
New Action 🔲 xOn-going	Reasoning: 🔲	xData 🔲 Resea	rch-based	🔲 Local Kno	wledge/Context			
Write a SMART Goal to address each data 2015-2016 Winter attendance data showed students engaged in any goal 2 activity		rate of 95.32%. By Ju	ne 2017, the	ere will be a 1%	% increase in the percentage of			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model:Owner(s)Timeline(Include all interim monitoring evidence points showing impact)• TSAOngoing data analysis• Daily monitoring by Teacher• Teachers• Teachers• Mid-quarter attendance review• AttendanceLiaison• ATLAS• Culture/Climate Team• Culture/Climate Team								
Explain the Targeted Actions for Parent Inv	volvement (required	by Title I):						
Parent school/home communication	ıs							
Parent/Teacher conferences								
Home School Liaison								
	Parent University							
	• Student Study Team (substitutes needed)							
<ul> <li>Edutext</li> <li>On-Site Counseling</li> </ul>								
<ul> <li>SSC/ELAC/DELAC</li> </ul>	ů – Elektrik							
Translators								
Awards Assemblies								
Parent Volunteers								

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

*	<ul> <li>Title I requires a specific investment for Parent Involvement</li> </ul>				
	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.

\$243,142

# 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
G	rand 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

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.

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.

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.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

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.

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.

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.

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.

The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and reevaluated and re-written during the second semester for annual approval by the Board of Education.

### 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				Χ	
8. Marisela Bautista				X	
9. Maria Bustamante				X	
10. (Open)				Χ	
11.					
12.					
13.					
14.					
15.					
□ ELAC operated as a school advisory committee. □ ELAC voted to	o fold int	to the S	SC - Da	ite	

# Title I School Site: This site operates as a non-Title I school.

# School Name: Lincoln Elementary

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	Marisa Saul	Da 3/30/16	
SSC Chairperson	Xiomara Mendoza	Komava S. Mendoza	3/30/16	

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