

Lincoln Elementary

10621666006068

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School 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 receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.



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 -Laura Paz				X	
3. Letty Hernandez				X	
4. Lorena Lemus				X	
5. Adela Juarez					
6. Melody Compton		X			
7. Dee Richey		X			
8. Elena Sanchez		X			
9. Jill Lujan		X			
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures**School Name: 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 in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Marisa Favila		3-13-24
SSC Vice Chairperson	Laura Paz		4-5-24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$66,960 *
7090	LCFF Supplemental & Concentration	\$209,500
7091	LCFF for English Learners	\$82,512

TOTAL 2024/25 ON-SITE ALLOCATION

\$358,972

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,984
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Remaining Title I funds are at the discretion of the School Site Council	\$64,976
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Total Title I Allocation	\$66,960
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- Inconsistent mastery and fluency of basic addition, subtraction, multiplication, and division skills
- Lack of reading skills contributed to challenges in understanding word problems

iReady Math D2 On Level

Moderate gains were achieved. There was a 13% increase in tier 1 from the 1st diagnostic to the 2nd diagnostic.

- Daily Tier 1 Math on grade level instruction
- Areas of growth include:
 - Use of IAB claims and targets documents for planning and CFA development
 - Focus on Claims 2-4

Consistent use of problem solving lessons (word problems)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Some actions were moderately effective in supporting student achievement such as daily tier 1 instruction.
- Inconsistent use of math strategies and lack of coherence across grade levels

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Purchase ELA and Math resources and technology to address gaps in content knowledge in ELA and Math.
- Provide Math coaching support for grades K-6 but differentiate PL and support by grade level needs.
- LETRS PL for teachers to support literacy
- Build coherence in writing
- Build consistent language and assessments for literacy across grade levels.
- Build coherence in math from grade level to grade level including identifying key math strategies
- Teaching Fellow to support fluency in basic math facts
- Teaching Fellow to support newcomer ELs and LTEL
- Site Instructional Coach to focus on K-2 Foundational Skills instruction.
- Designated School TSA to focus on math strategies and mathematical practices, providing PL and resources to teachers.
- Mentoring for tier 2 and tier 3 students.
- Create an IEP Progress Monitoring tool.
- Create Progress monitoring tool that disaggregates data by student and standard and sub groups.
- RSP and Regular Education Teachers to work together to support instruction and clarify/reteach standards as needed based on formative assessments.
- TST team to consistently analyze SEL and Academic data, identify problems of practice, and create a plan to address student needs.
- Social Worker and Tier II Behavior intervention to provide PL around effective behavior supports, trauma informed strategies, and de-escalation strategies.

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

<div>1</div> <div>SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>Parents were pleased that students have made gains in both ELA and Math on iReady. They want support for uppergrade students and incentives that address the student to school connection.</div>	<div>2</div> <div>ELAC:</div> <div>Parents requested more academic support for students who are behind, help with homework, more information about sports and activities, and more communication between the school and parents. Parents expressed an interest in having a celebration for redesignated students.</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff want support to continue for both academic and SEL. However, they want concentrated support in reading. Also, they want expenditures to continue for the extra copy machine, technology, materials and supplies.</div>
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Action 1

Title: ELA Instructional Plan for K-6

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <ul style="list-style-type: none">• District quarterly reports to be synthesized with ILT and teachers to monitor student progress towards goals and grade level proficiency• SBAC• IAB assessments - data captured on a shared document on teams• Use of a data analysis protocol• iReady data• Foundational Skills Assessment - Kindergarten• Grade Level Common Formative Assessments• IEP Goals and CFA progress monitoring for SDC MM and RSP Teacher• SPED Teachers- WonderWorks CFA data• Fluency benchmarks• Sight word benchmarks• Wonders Phonics Survey data K-2• Data chats with teachers (includes SPED)• Grade Level/Teacher/SPED Goal Setting for class and sub-groups	<div>Owner(s):</div> <ul style="list-style-type: none">• Teachers• PLC Team• Lead Teachers• Administration• Designated School TSA• Academic Coach• Social Worker• Tier II Intervention Specialist• Culture Climate Team• Psychologist• District SPED Coaches• District Math Coaches• District Curriculum and Instruction Coaches	<div>Timeline:</div> <ul style="list-style-type: none">• Daily Checking for Understanding• CFA, a minimum of 1-2 per quarter• Quarterly IABs for grades 3-6• Wonders weekly and end of unit assessments• iReady Assessments
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- ELA Guaranteed and Viable Curriculum resources and materials

- Daily Tier 1 ELA instruction on grade level (120 minutes includes whole and small group for differentiation)
- Daily integrated ELD instruction at appropriate ELP levels for all ELs.
- Language support for newcomer ELs
- Blended Learning/Differentiated Instruction
- Multi-Tiered System of Support (MTSS)
 - Continue to improve Tier 1 Classroom instruction and SEL practices
 - Refine CCT and ILT teaming structure and build efficacy
 - Continue building knowledge of MTSS framework at staff meetings
 - Consistent implementation of common assurances for Tier I and begin Tier II and Tier III
- Tiered Levels of Support through Response to Intervention for targeted groups based on site data
 - Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing Academic and SEL skill support
 - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Site Coach and Designated School TSA to manage and monitor Response to Intervention data
- Site Coach and Designated School TSA to provide professional learning, modeling, co-teaching, and cycles of learning on best instructional practices.
- Certificated Reading Tutors
- Teaching Fellows and/or Every Neighborhood Partners tutors
- Bilingual Paraprofessionals 3.5 hours
- Clinical Social Worker
- District provided Tier II Intervention Specialist will support student's social emotional needs through social skills groups and individual supports
- Home School Liaison - bilingual Spanish/English
- Mentors for social-emotional supports for students
- Supplemental contract for a certificated staff member to manage and plan SST meetings
- Mileage for HSL
- ELPAC Assessors
- Translators
- Substitutes for Wonders Phonics Survey, Student Study Team meetings, Data Chats, peer observations, IEP meetings, and for teachers to attend professional learning.
- Travel costs and certificated substitutes for Professional Learning
- Substitutes for Administration to attend meetings and Professional Learning
- Professional Learning to support literacy initiative for certificated teachers and classified staff
- Supplemental Contracts for Certificated and Classified (ie tutoring, SBAC planning, etc.)
- Technology such as tablets, headphones, printers, site licenses
- Copy machine maintenance
- Direct Maintenance for repairs
- Direct Food Services for professional learning of teachers, classified, and parent engagement
- Materials and supplies for parent participation
- Goal setting incentives for district and state assessments
- Classroom incentives for meeting behavior and academic goals
- After School Program academic support
- Student incentives and awards for academics, social-emotional, and character counts
- Other materials and supplies that support instruction including but not limited to graphics and technology

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in ELA, red, according to the CA Dashboard.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Bilingual paraprofessionals
- Certificated Reading Tutor
- Teaching Fellows with a specific focus on English Learners and EL Redesignation
- Technology such as headphones, tablets, and licenses to support English Language acquisition.
- Tutoring contracts to support English Language acquisition.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Teachers will utilize ELD strategies from the Wonders program
- Integrated ELD
- PL on Academic Discourse
- PL on Talk moves/accountable talk
- Use of Language frames
- Explicit vocabulary and grammar instruction
- Lexia computer program for newcomers
- Home School Liaison - Spanish/bilingual
- Leadership Team monitoring of student group data for their PLC
- As funding allows, conferences and professional learning opportunities will be explored

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Socioeconomically Disadvantaged student population is performing at the lowest level in ELA, red, according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Technology such as headphones, tablets, and licenses to support proficiency on ELA standards.
- PL on literacy for certificated staff
- material and supplies to support proficiency on ELA standards

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Certificated Reading Tutor
- Teaching Fellows

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- LETRS training for staff
- RTI - response to intervention by teachers, certificated tutors, and teaching fellows
- frequent progress monitoring
- data chats
- coherence in writing expectations
- Springboard afterschool tutoring

Action 2

Title: Math Instructional Plan for K-6

Action Details:

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

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

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

- District quarterly reports to be synthesized with ILT and teachers to monitor student progress towards goals and grade level proficiency
- SBAC
- IAB assessments - data captured on a shared document on teams
- Use of a data analysis protocol
- iReady
- Grade Level Common Formative Assessments
- IEP Goals monitoring for SDC MM and RSP Teacher
- SPED Teachers- CFA data
- GoMath Assessments
- CFAs
- Data chats with teachers
- Grade Level/Teacher/SPED Goal Setting, including goal setting for all sub-groups
- Math Fluency progress monitoring

Owner(s):

- Teachers
- PLC Team
- Lead Teachers
- Designated School TSA
- Academic Instructional Coach
- Administration
- Site Social Worker
- Tier II Intervention Specialist
- District Math Coaches
- Culture Climate Team
- District SPED Coaches

Timeline:

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

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

- Math Guaranteed and Viable Curriculum resources and materials
- Daily Tier 1 Math instruction on grade level (90 minutes includes whole and small group for differentiation)
- Use of the IABs for math, including calendaring administration of the IAB content clusters, data analysis, and action steps based on data
- Multi-Tiered System of Support (MTSS)
 - Continue to improve Tier 1 Classroom instruction and SEL practices
 - Refine CCT and ILT teaming structure and build efficacy
 - Continue building knowledge of MTSS framework at staff meetings
 - Consistent implementation of common assurances for Tier I and begin Tier II
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
 - Tier I - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
 - Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Math Fluency focus using a variety of strategies and resources
- Direct Maintenance and repairs
- Tablets/laptops for use of online resources
- Math tutors to support mastery of basic math skills such as subtraction and multiplication
- Differentiated instruction/Response to Intervention
- Professional Learning to support math proficiency for certificated teachers
- Academic Instructional Coach and Designated School TSA to provide professional learning, modeling, co-teaching, and cycles of learning on best instructional practices.
- Substitutes for Data Chats, peer observations, PL, SST Meetings, IEP meetings
- Bilingual Spanish Paraprofessionals 3.5 hours
- Clinical Social Worker
- Technology such as tablets, headphones, site licenses, printers, including repair
- Home School Liaison - bilingual English/Spanish speaking
- Mileage for Home School Liaison
- Supplemental Contracts for Certificated and Classified (ie tutoring)
- Translators
- Copy machine maintenance
- Substitutes for Administration to attend meetings and Professional Learning

- Classroom incentives for meeting behavior and academic goals
- Incentives to support academic goal setting for district and state assessments
- Travel costs and substitutes for Professional Learning (ie CAASPP)
- Materials and supplies including food for parent participation
- Materials and supplies that support instruction including but not limited to graphics and technology
- Direct Food Services for professional learning of teachers and parent engagement
- Additional copy machine and copy machines' maintenance to support/provide materials
- Printers for classrooms and staff
- Graphics - direct services for additional materials such as booklets and other resources necessary to support differentiated instruction and intervention in Math

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Currently, Lincoln does not have a student group in red according to the CA Dashboard.

In order to continue to support English Learners in mathematics we will fund the following:

- *Bilingual paraprofessionals*
- *Teaching Fellows with a specific focus on English Learners and EL Redesignation*
- *Technology such as headphones, tablets, and licenses to support English Language acquisition.*
- *Tutoring contracts to support English Language acquisition.*

Planned actions for this group include:

- Integrated ELD
- PL on Academic Discourse
- PL on Talk moves/accountable talk
- Use of Language frames
- Lexia computer program for newcomers
- Home School Liaison - Spanish/bilingual
- Leadership Team monitoring of student group data for their PLC
- As funding allows, conferences and professional learning opportunities will be explored

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Enhanced services for Socioeconomically disadvantaged students include:

In order to continue to support socioeconomically disadvantaged students in mathematics we will fund the following:

- *Site licenses for NextGen math and Reflex Math*
- *Teaching Fellow for math intervention*

Planned actions for this group include:

- PL on use of IABs and items specifications
- Math Fluency goal setting and monitoring
- School-wide Math Fluency competition
- Identification of essential math strategies for subtraction

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Tutor for reading RTI	58,166.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site licenses	4,272.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Tutor for reading RTI	48,582.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for data chats, learning cycles, peer observations, SST Meetings, planning days	19,111.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts, special projects, tutoring	4,904.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, G1A1 student incentives, G4A1 staff culture	59,627.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			headphones, tech equipment	5,057.00
G1A1	Sup & Conc	Instruction	Travel			Travel costs for PL Conferences	1,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease for copiers and printers	27,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphics	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teacher Fellow to support LTEL. Site Schedule #28	13,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional learning for teachers for Math or ELA	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin subs	1,197.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	7,968.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para for EL support	17,965.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para for EL support	17,012.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	4,148.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL students	5,000.00

\$299,509.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	87 %	80.3 %	2024-2025	83.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Students had access to a variety of district funded field trips and leadership opportunities. The ASP also provided enrichment and engagement opportunities.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Students with chronic absenteeism may not have been present at school to participate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Multiple opportunities were provided during the school year for student engagement and access to Goal 2 activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Lincoln Elementary will continue to advocate for students to participate in student centered/real world experiences.

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

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

2

ELAC:

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Parents look forward to having clubs and activities available for all students.

Parents want more assemblies for students and field trips.

Staff looks forward to having clubs and activities available for all students.

Action 1

Title: College and Career Readiness Opportunities

Action Details:

Lincoln Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field-trips, school-wide activities, and class sponsored activities. Opportunities for community service and student leadership will be provided through student council activities. Students will be recognized for demonstrating character and promoting a positive climate at Lincoln.

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Parent/student/staff surveys
- Panorama, Power Bi
- District quarterly reports to be synthesized with ILT and teachers to monitor student progress towards goals

Owner(s):

- Principal
- Vice Principal
- Designated School TSA
- Academic Instructional Coach
- Social Worker
- Tier II Intervention Specialist
- Teachers
- Lincoln Staff
- Extended Learning Coordinator
- Goal 2 Office
- Home School Liaison
- Campus Safety Assistant

Timeline:

August - June

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

- Purchase orders for athletics, equipment, spirit wear, awards, incentives, lunch/dinner for academic recognition, school activities, clubs, activities, vendors for student engagement, and the arts.
- Mentoring
- Schoolwide events such as Read Across America Week, Character Counts, Student of the Month, Red Ribbon Week, etc
- Student Council Leadership opportunities
- Incentives for demonstrating the characteristics in PAWS, in character counts, and in Lincoln's guidelines for success
- Supplemental contracts to staff to facilitate clubs and activities.
- Transportation services to attend activity or event.
- Additional copy machine and copy machines' maintenance to support/provide materials
- After School Program activities, materials and supplies
- Materials and supplies including but not limited to plaques, trophies, medals, etc.

- Materials and supplies for parent participation
- Lease of copy machine
- Direct food services for student activities
- Direct graphics
- Provide student incentives for athletics and school wide activities
- Substitutes for meetings and Professional Learning
- Extra time for Classified Staff and NTAs to support parent and student participation
- Supplemental contracts for NTAs to support student supervision and student participation

Tier 1

Students will engage in a variety of opportunities to expose them to different career goals.

- TK-6: Read Across America
- TK-6: Red Ribbon Week
- TK-6: Kindness Week
- TK-6 Grade-Character Counts/Student of the month awards
- Grades 3-6: District funded career engagement opportunities
- TK-6: Continued work on Second Step class meetings and lessons on Growth Mindset
- 4-6: Student Council Leadership Opportunities
- Quarterly Cultural Events to expose students to a variety of cultures that reflect our school community

Tier 2 and 3

Specific behavior supports for students will be put in place to build relationships, character and career skills.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Enhanced services for EL students:

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

All school assemblies and school events have information translated during the event.

All Office Staff, Librarian, Tier II Behavior Intervention Specialist, Extended School Coordinator, and NTAs are bilingual.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBi for student group data.

Enhanced services for socioeconomically disadvantaged students:

- All students are encouraged to engage in arts, athletics, and activities.
- Food snacks for long fieldtrips.
- Food snacks for sports games.
- Providing essential items as needed to students to participate in sports and other activities such as shoes, socks, and shorts so there won't be barriers to participation.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		22.6 %	2023-2024	18 %
Suspension Rate - Semester 1	✓	2.42 %	2.9 %	2023-2024	2.4 %
Suspension Rate - Semester 1 (English Learner)	✓		2.1 %	2023-2024	1.6 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		8.2 %	2023-2024	7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Actions were effective in achieving the expected outcomes for the metric in this goal.
Chronically Absent students by year:

- 2021/22 – 48.7%
- 2022/23 – 24.9%

Actions that supported the decline:

- Office Staff and Social Worker implemented multiple forms of communication with chronically absent families to increase attendance.
- Office Staff made home visits, called families, and sent emails and mail correspondence.

Suspension Rate

The suspension rate has remained steady.
Suspension rate for semester 1:

- 2022/23 – 2.75%
- 2023/24 – 2.9%

Actions that supported the steady rate:

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Chronic Absenteeism rates for SWD are higher than the school percent.
Chronic absenteeism SWD Semester 1:

- 2022/23 – 33.3%

Reflections on data:

- Ineffective teacher in SDC
- Lack of paraprofessionals in SDC classes
- Class sizes highly impacted in SDC classes
- High numbers on RSP caseload
- No RSP paras
- High turnover of SPED staff
- Lack of student connection to school
- Lack of resources for parent follow-up to support family needs (homelessness, transiency)

Suspension Rate for SWD Semester 1

The suspension rate for SWD is higher than the school percent.
Suspension rate for SWD semester 1:

- 2022/23 – 2.75%

- Consistent school-wide rules
- Consistent use of our guidelines for success
- Use of Social Worker and Behavior II intervention specialist in providing SEL and behavior support

- 2023/24 – 8.2%
- Reflections on data:
- Ineffective teacher in SDC
 - Lack of paraprofessionals in SDC classes
 - Class sizes highly impacted in SDC classes
 - High numbers on RSP caseload
 - No RSP paras
 - High turnover of SPED staff
 - Turnover of staff in preschool inclusion class.
 - Lack of student connection to school

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

SEL support services via the Clinical Social Worker and Tier II Intervention Specialist supported students with social skills, conflict mediation, problem-solving skills, and growth-mindset in an effort to reduce our suspension rate and chronic absenteeism. However, more targeted support is needed for our SWD.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Have a consistent TST team that addresses behavior and attendance concerns.
- Have a permanent HSL.
- Have a permanent teacher in the SDC class.
- Have permanent SPED Paras in the SDC classes.
- Support for the RSP teacher for her caseload.
- Work with SPED department and HR to fill the two vacant RSP 3.5 Para positions that have been vacant for 2 years.
- Create more activities that increase sense of belonging for our SPED students

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

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>SSC would like to have more schoolwide events for students and families.</div>	<div>2 ELAC:</div> <div>ELAC would like to have more schoolwide events for students and families.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff shared they would like assemblies and events for families and students to</div>
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Improve the parent/school connection. In addition, staff shared they would like mentors for students.

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Lincoln Elementary will implement proactive practices to decrease the number of students who are chronically absent by establishing a positive culture through student engagement activities and increasing the sense of belonging.

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS attendance reports
- Tier II Intervention Specialist data collection and attendance conferences
- Goal 2 and Goal 3 participation
- HSL home-school communication and home visits
- Vice Principal attendance conferences with parents
- District quarterly reports to be synthesized with ILT and teachers to monitor student progress towards goals

Owner(s):

- Administration
- Office Manager
- Tier II Intervention Specialist
- Office Assistant
- Designated School TSA
- Academic Instructional Coach
- Social Worker
- Culture Climate Team
- HSL
- Psychologist
- Teachers
- Extended Learning Coordinator

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

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

Tier 1

- School wide assemblies will be held for students in grades K-6 to review school wide expectations, structures and procedures
- CHAMPS classroom management will be implemented in all classrooms
- Class Meetings will be held at least 1 time per week in all classrooms and will support students with the following initiatives.
 - Weekly class meetings utilizing the Class Meetings that Matter Lessons
 - 10 Olweus Anti-Bullying Program Lessons
 - School wide structures and expectations
 - Student SEL Skills
- Student of the Month/Character Counts awards will be presented monthly
- Lincoln PAWS Tickets will be utilized to reinforce behavior expectations
- Attendance Incentives will be ongoing to support students at all 3 tiers of attendance levels
- Academic awards will be held quarterly to recognize student achievement
- Goal setting reward parties and incentives will be held quarterly to recognize students in grades K-6 that have met goals set for:

- iReady
- SBAC
- EL Assessments Reclassification
- Attendance
- Office Assistant and HSL will support daily attendance calls and documentation

Tier 2

- Tier II Behavior Intervention Specialist and Social Worker will be utilized to work with students having social/emotional and behavioral difficulties in the classroom
- A Vendor such as Hand in Hand Mentors will support social/emotional difficulties in the classroom
- SEL Staff will be utilized for supporting student relationships, behavioral goals and social emotional skills.
- Materials and supplies will be provided.
- Tier II Intervention Specialist will provide student supports for attendance, behavior and social emotional issues
- The Targeted Support Team will meet monthly to review student referrals and provide supports for students.

Tier 3

- A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support.
 - SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behaviors.
 - A supplemental contract will be provided to schedule and facilitate SST meetings
 - Individualized education plans (IEPs), 504 plans, ICET Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making.
 - Referrals for mental health will be available, including on-site AI For Youth services
-
- Teachers, Clinical Social Worker, Tier II Intervention Specialist will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage students to participate in Goal 2 activities/clubs.
 - Students in grades 1-6 will have opportunities to participate in music classes.
 - Students will have the opportunities to engage in the arts with the support of Prop. 28 funds
 - Students in grades 3-6 will have the opportunity to participate in sports.
 - School memorabilia such as banners and flags will increase student belonging and sense of community and pride in the school.
 - Student incentives for attendance, school culture, character counts, growth mindset, sense of belonging, and activities that support attendance
 - Funds for vendors to support student activities focused on attendance, school culture, character counts, growth mindset, and sense of belonging.
 - SEL Instruction including but not limited to use of Second Step and morning meetings
 - Implementation and use of Restorative Discipline and structures such as cool-down area, student reflection protocols, restorative conferences, conflict resolution, and restorative circles.
 - PL on SEL instruction and Safe and Civil routines at the beginning of each academic year.
 - Materials and supplies will include, but is not limited to, lease of copy machine, copy paper, incentives, notebooks, and other materials.
 - Mentoring
 - Home School Liaison
 - Mileage for HSL
 - After School Program
 - Extra Time/Pay or Supplemental Contract for Classified Staff and NTAs to support student supervision and engagement
 - Bilingual Paraprofessionals
 - Certificated, Classified, and NTAs supplemental contracts to support classroom and outside activities and transitions
 - Direct food services for student/parent engagement and activities
 - Materials and supplies for parent participation
 - Additional copy machine and printers including maintenance to support/provide materials for attendance
 - Graphics - direct services for additional materials such as certificates and other resources necessary to support student attendance

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Enhanced services for EL students:

- All parent and student communication will be translated into primary language including but not limited to school messengers, field-trip permission slips, fliers and notices.
- All school assemblies and school events have information translated during the event.
- All Office Staff, Librarian, Tier II Behavior Intervention Specialist, Extended School Coordinator, and NTAs are bilingual.
- Home School Liaison to support EL students and families to access and understand school systems and procedures.
- Home School Liaison to have parent coffee hour.
- ELAC meetings for parents of EL.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

Students with Disabilities student population is performing at the lowest level in Suspensions, red, according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group? With Title I funds we plan to support (Specific student group) by...

- PL on engagement for staff
- PL on trauma informed practices for staff
- PL on positive discipline for certificated teachers

3. Using 7090/7091 funds only: What are the planned expenses to support this student group? With 7090 or 7091 funds we plan to support (Specific student group) by...

- Materials and supplies to support a positive behavior system
- Mentors
- Goal setting incentives

Enhanced services for socioeconomically disadvantaged students:

- CWAS data collection, home visits, and attendance conferences with parents and students
- Culture Climate Team will analyze data on an ongoing basis and problem solve actions to address student needs.
- Tier II Intervention Specialist will create a plan that includes incentives to support chronically absent students.
- School Social Worker will provide supports for attendance, behavior, and emotional issues.

Action 2

Title: Decrease out-of-school suspensions

Action Details:

Lincoln Elementary will decrease out-of-school suspensions by establishing a positive, safe and inclusive school culture through student engagement activities and increasing students' sense of belonging.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 participation
- Climate and Culture team data analysis
- Office Referral data
- Power BI suspension data
- ATLAS student portfolio
- Panorama Survey data (parents, staff, and students)
- TST referrals
- Office Referral data (CCT team to analyze)
- Social Worker caseload
- All 4 Youth caseload
- District quarterly reports to be synthesized with ILT and teachers to monitor student progress towards goals

Owner(s):

- Teachers
- Administration
- Designated School TSA
- Clinical Social Worker
- Tier II Intervention Specialist
- Climate and Culture Team
- District Climate and Culture Specialist
- Campus Safety Assistant
- District SPED Coaches
- Extended Learning Coordinator

Timeline:

- Daily
- Weekly
- Quarterly

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

- Schoolwide focus on growth mindset and self-efficacy.
- SEL Instruction including but not limited to use of Second Step and morning meetings
- Implementation and use of Restorative Discipline and structures such as cool-down area, student reflection protocols, restorative conferences, conflict resolution, and restorative circles.
- PL on SEL instruction and Safe and Civil routines and procedures
- TST team will conference with students, provide incentives, celebrate improved behavior of identified students
- Students in grades 1-6 will have opportunities to participate in music classes.
- Students will have the opportunities to engage in the arts with the support of Prop. 28 funds
- Students in grades 3-6 will have the opportunity to participate in sports.
- School memorabilia such as banners and flags will increase student belonging and sense of community and pride in the school.
- Student incentives for character counts, growth mindset, sense of belonging, and activities that support positive behavior
- SEL Instruction including but not limited to use of Second Step and morning meetings
- Home School Liaison
- Mileage for HSL
- Certificated and Classified supplemental contracts
- Substitutes for TST meetings, Student Study Team and IEP meetings
- Materials and supplies that support instruction, incentives, and recognition, including but not limited to graphics and technology.
- Materials and supplies for parent participation
- Mentoring
- Direct food services for students/parent engagement and activities
- Graphics - direct services for additional materials such as certificates and other resources necessary to support engagement, safety, and behavioral and social emotional needs.
- additional copy machine and copy machines' maintenance to support/provide materials
- Student incentives focused on the 6 Pillars of Character such as snack prizes, rallies, or assemblies.

Tier 1

- School wide assemblies will be held for students in grades K-6 to review school wide expectations, structures and procedures
- CHAMPS classroom management will be implemented in all classrooms
- Class Meetings will be held at least 1 time per week in all classrooms and will support students with the following initiatives.
 - Weekly class meetings utilizing the Class Meetings that Matter Lessons
 - 10 Olweus Anti-Bullying Program Lessons
 - School wide structures and expectations

- Student SEL Skills
- Student of the Month/Character Counts awards will be presented monthly
- Lincoln PAWS Tickets will be utilized to reinforce behavior expectations

Tier 2

- Tier II Behavior Intervention Specialist and Social Worker will be utilized to work with students having social/emotional and behavioral difficulties in the classroom
- A Vendor such as Hand in Hand Mentors will support social/emotional difficulties in the classroom
- SEL Staff will be utilized for supporting student relationships, behavioral goals and social emotional skills.
- Materials and supplies will be provided.
- Tier II Intervention Specialist will provide student supports for attendance, behavior and social emotional issues
- The Targeted Support Team will meet monthly to review student referrals and provide supports for students.

Tier 3

- A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support.
- SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behaviors.
- A supplemental contract will be provided to schedule and facilitate SST meetings
- Individualized education plans (IEPs), 504 plans, ICET Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making.
- Referrals for mental health will be available, including on-site All For Youth services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Enhanced services for EL students:

- All parent and student communication will be translated into primary language including but not limited to school messengers, field-trip permission slips, fliers and notices.
- All school assemblies and school events have information translated during the event.
- All Office Staff, Librarian, Tier II Behavior Intervention Specialist, Extended School Coordinator, and NTAs are bilingual.
- Home School Liaison to support EL students and families to access and understand school systems and procedures.
- Home School Liaison to have parent coffee hour.
- ELAC meetings for parents of EL.
- Bilingual resources for parents

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CADashboard).

English Learner student population is performing at the lowest level in Suspensions, red, according to the CADashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group? With Title I funds we plan to support (Specific student group) by...

- PL on student engagement for staff
- PL on trauma informed practices for staff
- PL on positive discipline for certificated teachers
-

3. Using 7090/7091 funds only: What are the planned expenses to support this student group? With 7090 or 7091 funds we plan to support (Specific student group) by...

- Materials and supplies to support a positive behavior system
- Mentors
- Goal setting incentives

Enhanced services for socioeconomically disadvantaged students:

- TST referrals, create an action plan
- Manifestation Determination meetings with SPED team
- Behavior Support Plan
- Connect students to meaningful work
- Goal 2 and 3 participation
- ICET referrals

- Culture Climate Team and ILT will analyze data on an ongoing basis and problem solve actions to address student needs.
- All4Youth Counseling

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Mat & Supp			: Angelica Robertson -Benefits in Obj 4300 Split funded. \$130,695 paid from Stronger Connection Grant, \$30,419 paid from Unit 7091 for a total of \$161,114. Once SCG picks up cost for this position, zero out in Unit 7090 to balance.	7,539.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.1888	Split funded. \$130,695 paid from Stronger Connection Grant, \$30,419 paid from Unit 7091 for a total of \$161,114. Once SCG picks up cost for this position, zero out in Unit 7090 to balance. Angelica Robertson -Benefits in Obj 4300	22,880.00

\$30,419.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	83 %	86.3 %	2023-2024	90.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Actions were moderately effective. There was a moderate increase from fall 2022/23 to fall 2023/24. However, there was a moderate decrease to 81% for the spring 2024 survey.

Staff Survey Data - percent favorable in organizational culture domain:
2022 Fall – 82%
2023 Spring – 86%
2023 Fall – 86%
2024 Spring – 81%

- Retention of highly qualified teachers.
- Collaboration with the Teacher Residency program to recruit highly qualified teachers.
- Professional Learning Communities consistently meeting and planning.
- Budget allotment for materials and supplies and planning days.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Lack of substitutes for paraprofessional vacancies in SPED and GE classrooms.
- Hiring process for vacancies for paraprofessional positions in SPED and GE is cumbersome and lengthy.
- Vacant HSL position since August 2023.
- VP on medical leave since March 2023. There has been numerous sub administrators supporting making continuity difficult.
- No permanent afternoon custodians for 4 months.
- SPED staffing shortages have contributed to a lack of support for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Teachers received a substantial number of planning days to support student achievement.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Additional activities/events to make staff feel appreciated and valued.
- Continue to work with the SPED department to address SPED staffing shortages.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
More academic supports for students.	Additional bilingual support staff.	Additional activities/events that show staff appreciation.

Action 1

Title: Recruitment and Retention of Staff

Action Details:

Lincoln Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community. Our school will actively collaborate with the Teacher Development Department Residency Program and Human Resources to ensure we are staffing highly qualified personnel.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none">• Monitor retention of staff through Lawson• Monitor effectiveness through supervision and evaluation process• Staff management portal on iAchieve• FUSD recruitment interview form• FUSD exit interview form• Fall & Spring Staff Culture Climate Survey	<ul style="list-style-type: none">• Principal• Vice Principal• FUSD Human Resource department• Teacher Residency Program	<ul style="list-style-type: none">• August - June• ongoing throughout the year• Lateral hires• Overage hires• New Teacher hires

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

- Differentiated instruction based on assessment results
- Collaboration with Teacher Residency Program to recruit potential candidates.
- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the students, and the community.

- PL conferences or district provided training on ELA implementation, Math Implementation, and SEL Implementation including but not limited to Math Mathematical Practices, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement.
- Resources including but not limited to graphics, printers, materials, and supplies to support professional learning and staff culture
- Repair and maintenance for technology
- Home School Liaison - bilingual Spanish/English
- School Psychologist - bilingual Spanish/English
- Social Worker
- Tier II Intervention Specialist
- Supplemental contracts for certificated and classified staff including NTAs. (i.e., planning, tutoring)
- ILT contract for TSA and Academic Coach
- Substitutes for planning, PL, peer observations, data chats, other
- Travel and cost for conferences and/or trainings
- Direct food services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Enhanced services for EL students:

- Professional development for staff on designated and integrated ELD.
- PL on collaborative talk structures
- Home School Liaison
- Bilingual Paraprofessionals
- PL on the ELPAC
- Teaching Fellow focused on EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Enhanced services for socioeconomically disadvantaged students:

- PL Foundational Skills Instruction for K-2
- PL Math Lesson Design for K-6
- PL on NextGen, BBF, and Reflex
- PL on IABs and FIABs
- Backwards mapping of ELA and Math standards
- Data analysis and action planning
- Research based professional readings
- Travel and cost for conferences and/or trainings

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.72 %	82.8 %	2023-2024	86 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Domain: percent favorable in family engagement domain

DATA:
Fall 2021 – 81%
Fall 2022 – 90%
Spring 2023 – 93%
Fall 2023 – 83%
Spring 2024 – 96%

Actions were highly effective.

- Use of Parent Square, monthly parent newsletters, and paper notices home supported communication.
- Back to School Night
- Open House
- Spring Talent Show

Year-round family activities such as Bingo Night, movie night, etc.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

School Staff needs to follow up with phone calls and home visits with our families of SPED students, Foster Youth, and Homeless.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Student Leadership Team held family activities and were the main driver to provide inclusive opportunities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Continue to expand inclusive opportunities for all families.
- Have Home School Liaison and Social Worker reach out to families of SPED students, Foster Youth, and Homeless.
- Have a Climate and Culture Team to address survey needs.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC would like:

- More student activities that build the sense of connection to the school
- More support for students in the upper grade

2 ELAC:

ELAC: would like:

Additional classes in Spanish focused on navigating the school system, resources, and planning for middle school and high school

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff would like:

- Parents reading to their children everyday

Action 1

Title: Inclusive Opportunities for Families

Action Details:

Lincoln is committed to increasing inclusive opportunities for families to engage in their students' education. Our school will actively collaborate with district and community partners to provide a variety of inclusive opportunities for our families.

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Parent Workshop agendas and attendance
- Attendance at Schoolwide Family Events
- Parent Climate Culture survey data
- Title 1 Parent
- SSC Meetings
- ELAC Meetings
- Back to School Night
- Open House
- Parent Conferences
- Monthly Family Newsletters

Owner(s):

- Parent University
- Principal
- Vice Principal
- Designated School TSA
- Academic Coach
- HSL
- Teachers
- Office Staff
- Community Partners
- Tier II Intervention Specialist
- Clinical Social Worker
- Culture Climate Team

Timeline:

August - June

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

- Back to School Night, Open House
- Parent Engagement events such as Muffins with Mom, Carnival, Grandparent's Day, Doughnuts with Dad, Deck the Halls, Spring Program- Talent Show.
- Home School Liaison - bilingual Spanish/English
- Mileage for HSL
- Student Mentoring
- Materials and supplies and/or graphics for parent and student participation
- Lease of copy machine
- Direct food services for parent and student activities
- Incentives for parent and student participation
- Transportation services to attend activity or event
- Babysitting
- Social Worker and Tier II Intervention Specialist to provide parent resources and meetings on SEL strategies and resources
- Supplemental Contract and/or Extra time for Classified Staff, NTAs or Certificated Staff to support parent and student participation and supervision
- PO for outside vendors for parent engagement activities and incentives
- Extra time for Campus Safety Assistant to provide security during family events

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Enhanced services for English Learners:

- Parent Engagement meetings
- ELAC meetings
- HSL to support EL Parents and families with translations, interpreting, outreach, and home visits
- Bilingual resources
- CWAS
- Social Worker
- After School Program
- District provided after school Migrant Program
- District provided EL after school program

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Enhanced services for socioeconomically disadvantaged students:

- HSL, CWAS, Social Worker to provide resources for parents
- SSC meeting
- Referral to the AA African American
- SST meetings to identify student supports and services

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings - No IEPs	2,626.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement materials and supplies - No Food, No Incentives	1,896.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translators for parent conferences	3,941.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent engagement and connection, student connectedness	20,581.00

\$29,044.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0310 Lincoln Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Tutor for reading RTI	58,166.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site licenses	4,272.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Tutor for reading RTI	48,582.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for data chats, learning cycles, peer observations, SST Meetings, planning days	19,111.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts, special projects, tutoring	4,904.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, G1A1 student incentives, G4A1 staff culture	59,627.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			headphones, tech equipment	5,057.00
G1A1	Sup & Conc	Instruction	Travel			Travel costs for PL Conferences	1,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease for copiers and printers	27,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphics	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teacher Fellow to support LTEL. Site Schedule #28	13,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional learning for teachers for Math or ELA	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin subs	1,197.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	7,968.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para for EL support	17,965.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Para for EL support	17,012.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	4,148.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL students	5,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Angelica Robertson -Benefits in Obj 4300	7,539.00
						Split funded. \$130,695 paid from Stronger Connection Grant, \$30,419 paid from Unit 7091 for a total of \$161,114. Once SCG picks up cost for this position, zero out in Unit 7090 to balance.	
G3A1	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.1888	Split funded. \$130,695 paid from Stronger Connection Grant, \$30,419 paid from Unit 7091 for a total of \$161,114. Once SCG picks up cost for this position, zero out in Unit 7090 to balance. Angelica Robertson -Benefits in Obj 4300	22,880.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings - No IEPs	2,626.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement materials and supplies - No Food, No Incentives	1,896.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translators for parent conferences	3,941.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent engagement and connection, student connectedness	20,581.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,960.00
Sup & Conc	7090	\$209,500.00
LCFF: EL	7091	\$82,512.00
Grand Total		\$358,972.00

\$358,972.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$299,509.00
G3 - Increase student engagement in their school and community	\$30,419.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$29,044.00
Grand Total	\$358,972.00