

Lincoln Elementary

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>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.</p>	
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

<p>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.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (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.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

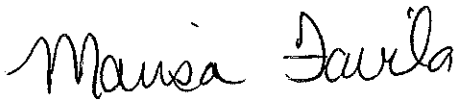

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Marisa Favila	X				
2. Chairperson - Laura Paz				X	
3. Vice Principal – Christopher Michael			X		
4. Jill Lujan		X			
5. Angelica Robertson			X		
6. Kaylee Hunnicutt		X			
7. Christopher Leal				X	
8. Maria Gonzalez				X	
9. Estela Vargas				X	
10. Danielle Williams				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date 2/21/25.

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		3/13/25
SSC Chairperson	Laura Paz		3/13/25

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

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

FY 2025/26

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$70,656 *
7090	LCFF Supplemental & Concentration	\$220,242
7091	LCFF for English Learners	\$85,008

TOTAL 2025/26 ON-SITE ALLOCATION	\$375,906
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,048
Program Budget	\$68,608
Total Title I Allocation	\$70,656

ESSA Assistance Status: Not Identified for Assistance

Lincoln Elementary 2025-2026 - SPSA Draft Edits

Current Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		42.9 %	2023-2024	44 %
SBAC ELA - Average distance from standard	✓	-55 pts	-63.7 pts	2023-2024	-48.7 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-161.3 pts	2023-2024	-146.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30.7 %	27.7 %	2023-2024	32.7 %
SBAC Math - Average distance from standard	✓	-29 pts	-58.8 pts	2023-2024	-43.8 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-177.2 pts	2023-2024	-162.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	42.2 %	32.9 %	2023-2024	37.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Goal, students are not performing on grade level in ELA and Math in SBAC and iReady. Identified student groups are EL, SWD, and Hispanics.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Gaps in foundational literacy and conceptual math skills in the primary grades hinder students' ability to reach grade-level proficiency.
2. Chronic absenteeism disrupts learning, especially for English Learners and Students with Disabilities, leading to inconsistent skill development.
3. Insufficient language support for English Learners and newcomers limits engagement with rigorous content.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Gaps in foundational literacy and conceptual math skills in the primary grades hinder students' ability to reach grade-level proficiency.
Action: Implement a structured early intervention program focusing on foundational literacy and math skills, including targeted small-group instruction, phonics-based reading support, and hands-on conceptual math strategies.
2. Chronic absenteeism disrupts learning, especially for English Learners and Students with Disabilities, leading to inconsistent skill development.
Action: Strengthen attendance intervention strategies by increasing Home-School Liaison outreach, parent communication, and incentive programs to improve student attendance and engagement.
3. Insufficient language support for English Learners and newcomers limits engagement with rigorous content.
Action: Provide designated and integrated ELD instruction across all subjects, ensuring teachers use structured academic discourse, scaffolding techniques, and targeted professional development to support language acquisition and content mastery.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Instructional Plan for K-6

Partially Implemented

The actions were partially implemented. There was a 1% increase in SBAC ELA scores from 2023 to 2024. This minimal growth reflects inconsistent implementation of evidence-based strategies. Not all grades have structured supports for Tier 1 and Tier 2 instruction, leading to gaps in student learning. Furthermore, there is a lack of consistency in small-group instruction and reading comprehension strategies, impacting overall student progress.

Action 2: Math Instructional Plan for K-6

Not Implemented

The actions were not implemented. There was a 4.4% decrease in SBAC Math scores from 2023 to 2024. This reflects a lack of Tier 1 instruction and knowledge of the rigor of the standard.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Instructional Plan for K-6

Partially Effective

The actions were partially effective. Collectively, students increased by 6.8 points. However, students with disabilities only increased by 0.1%.

Action 2: Math Instructional Plan for K-6

Ineffective

The actions were not effective. Collectively, students decreased by 13.2 points. In addition, students with disabilities were 177.2 points below standard and declined 11.2 points.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will enhance our literacy and math programs by expanding **professional development and coaching opportunities** to strengthen instructional practices and support student achievement.

- Strengthening comprehension strategies.
- Incorporate real-world solving tasks and math discourse routines.
- Increase structured academic conversations and writing opportunities.

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

SSC:

- More tutoring support for students
- More interventions for students
- Incentives for students such as speakers and assemblies

ELAC:

- Tutoring to help students with acquisition of the English language
- A teaching fellow to help students in small group
- Computer programs to help English Learners

Staff:

- Certificated Tutor
- Teaching Fellows
- Increase focus group support and opportunities for small group instruction

Action 1 :

ELA Instructional Plan for K-6

Action Details:

Lincoln Elementary School will adopt a structured, three-tiered reading program designed to strengthen foundational reading skills and improve comprehension of complex texts. Professional Learning Communities (PLCs) will review Common Formative Assessments and regularly monitor student progress using a data tracker to assess mastery of standards and determine appropriate support or enrichment.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Supports for All Students Teachers in grades K-6 will implement high-quality, standards-based instruction with a focus on student goal setting and checking for understanding. The following strategies will be used to ensure all students receive a strong foundation for learning:

- Quality First Instruction: Instruction will be standards-based, incorporating teacher and student clarity, formative assessments, and checks for understanding.
- Claims, Targets, and Item Specifications: PLCs will receive support in using tools to ensure alignment with rigorous instruction.
- Integrated & Designated ELD: Integrated ELD strategies will be implemented across subjects, with Designated ELD instruction.
- Technology Integration: Digital tools will support student learning of Common Core State Standards.
- Instructional Materials & Supplies: Funding will support necessary instructional materials, including supplementary ELA and Math resources.
- Goal-Setting & Classroom Incentives: Materials will be provided to support academic goal-setting and reward students for achieving academic and behavioral goals.
- ELD Reclassification Recognition: Students and families meeting reclassification criteria will be celebrated.
- Substitutes for PLC & Professional Learning: Funds will support substitute teachers for PLC planning days, instructional coaching, and collaboration with coaches for ELA professional development.
- Climate & Culture Support: A Climate and Culture Specialist will assist teachers with classroom management, observations, and feedback.
- Professional Development: Educators will have opportunities for additional training in ELA as funding allows.

Tier 2: Targeted Interventions For students needing additional academic and social-emotional support, the following measures will be implemented:

- RTI – Response To Intervention: A dedicated RTI block will provide targeted instruction based on formative assessment data.
- ELD Support: English learners will receive focused intervention through the Wonders ELD Curriculum and other supplemental materials to support reclassification.
- Teaching Fellows: Fellows will provide Response to Intervention (RTI) and classroom support during the school day and after school to assist students needing additional help.
- Certificated Tutors: Certificated tutors will focus on foundational skills and English learner support.
- After-School Tutoring & Homework Help: Students will have access to extended learning opportunities through tutoring and homework assistance.
- Additional Tutoring Support: Supplemental contracts will be available for teachers and classified staff to provide targeted tutoring for identified student groups.
- Targeted Support Team (TST): Students facing academic, health, attendance, or behavioral challenges will be referred for further intervention.
- Social-Emotional Support: A Tier II Intervention Specialist and site-funded SEL/mentors will provide emotional and behavioral support. These roles will lead social skills groups and provide individualized student support.

Tier 3: Intensive Interventions For students requiring more intensive and individualized support, the following measures will be implemented:

- Monthly TST (Targeted Support Team) Meetings: Students not responding to Tier 1 and 2 interventions will be referred to the TST team for further assessment. The Targeted Support Team will meet monthly to provide structured support for struggling students.
- 504 & Special Education Evaluation: Students may be referred for 504 accommodations or Special Education testing based on data analysis.
- Mental Health Referrals: Students in need of additional emotional support may be referred for mental health services, such as All 4 Youth counseling.
- Social-Emotional Support: A Clinical School Social Worker and School Psychologist will work with students, families, and staff to provide emotional and behavioral interventions.
- Substitutes for SST Meetings: Classroom coverage will be provided to allow teachers to participate in SST meetings.
- SST Management: A staff member will receive a supplemental contract to coordinate and lead SST meetings.

This structured, multi-tiered approach ensures that all students receive the academic, behavioral, and social-emotional support they need to succeed.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Daily Designated and Integrated ELD (Tier 1): Provided by a certificated teacher to support English learners.
- Expanded Tutoring Support: Certificated Tutor and/or Teaching Fellows will provide targeted assistance.
- Newcomer Support: Specialized services will be available to assist newly arrived English learners in adapting and progressing academically.
- ELD Small Group Instruction & After-School Support: Additional targeted instruction will be offered during and after school to strengthen language development.
- Home-School Liaison: A dedicated liaison will enhance communication between families and the school, supporting student success.
- Academic Discourse Strategies: Consistent implementation of talk moves, accountable talk, and language frames to encourage structured academic discussions.
- Professional Development: Professional learning opportunities will be available by EL Services and other providers to ensure instructional support for teachers working with English learners.
- Support for Long-Term English Learners (LTELs): Focused reading intervention programs will be offered to address the needs of long-term English learners.
- ELPAC Data Utilization: Student progress will be tracked and analyzed using Ellevation to identify academic needs and monitor English learner achievement.

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

- **Instructional Materials & Supplies:** Purchase of supplementary ELA resources, adaptive learning tools, and intervention materials tailored to the needs of SWD.
- **Site Licenses:** Purchase of software licenses for reinforcement, intervention, and supplemental instructional materials to support SWD.
- **Technology Integration:** Digital tools, adaptive technology, and other resources to support curriculum access for SWD.
- **Substitutes for PLC & Professional Learning:** Classroom coverage for teachers attending professional development sessions specific to supporting SWD.
- **Certificated Tutors:** Funding for certificated tutors to provide targeted small-group and one-on-one interventions focusing on foundational reading and math skills.

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

English Learner (EL):

Students with Disabilities (SWD):

- **Substitutes for Data Chats, Learning Cycles, and Observations:** Providing classroom coverage so teachers can participate in data chats, professional learning cycles, and peer observations to improve instruction for SWD.
- **Supplemental Contracts for Special Projects and Tutoring:** Additional teacher and classified staff contracts to provide extended learning opportunities, including specialized tutoring for SWD.
- **Bi-Lingual Paraprofessionals:** Support staff to assist English learner SWD in accessing curriculum and interventions effectively.
- **Substitutes for SST Meetings:** Providing coverage so teachers can participate in Student Study Team (SST) meetings for SWD.
- **Substitutes for Data Chats, Learning Cycles & Observations**
- **Social-Emotional Support:** Funding for small-group social skills instruction, behavior intervention plans, and SEL resources.
- **Administrator Substitutes for Professional Development:** Providing coverage for administrators attending professional learning related to SWD support and intervention strategies.
- **Travel Costs for Conferences and Professional Development:** Funding for teachers and administrators to attend relevant professional learning opportunities that enhance SWD instruction.
- **Ricoh Lease for Copies & Printing Supplies:** Lease and supplies to ensure access to instructional materials, individualized learning plans, and intervention resources.
- **Graphics for Communication:** Design and printing of materials to effectively communicate with parents and families of SWD about services, interventions, and student progress.
- **Additional Technology and repairs**
- **Materials and supplies for student incentives.**
- **Site Licenses for additional instructional resources.**
- **Translation for Parent Conferences**
- **ELPAC Assessors**

As a site: What are the planned actions to support this student group?

English Learner (EL):

Students with Disabilities (SWD)

- **Co-Teaching & Inclusion Models:** Strengthen collaboration between general education and special education teachers to support inclusive practices.

- **Targeted Intervention Block:** A designated intervention period where SWD receive individualized or small-group instruction based on formative assessment data.
- **Explicit Instruction in ELA:** Implementation of structured, evidence-based strategies such as systematic phonics instruction, and scaffolded writing supports.
- **Data-Driven Instruction:** Use formative assessments, IEP goal tracking, and progress monitoring tools to tailor instruction and measure growth.
- **Social-Emotional & Behavioral Supports:** Implement positive discipline strategies and counseling services to support student engagement and well-being.
- **Collaboration with Families:** Conduct regular IEP meetings, parent workshops, and home-school communication to ensure families are involved in their child's progress.

These actions and resources aim to close achievement gaps and ensure SWD receive the necessary academic, behavioral, and social-emotional support to succeed.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Conduct classroom walkthroughs using the **FUSD Instructional Practice Guide (IPG)** to provide targeted teacher feedback.
- Analyze walkthrough data to measure outcomes aligned with **IPG and school focus areas** in ELA and Intervention.
- Implement goal-setting at the **school, grade level, teacher, and student levels** to drive instructional improvement.
- Monitor progress and outcomes through **Principal, VPs, and teacher collaboration**.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Analyze **PK/TK/KFSA assessments, iReady Diagnostic reading assessments, and SBAC IAB/FAB assessments** to track student progress.
- Measure outcomes based on **growth from one assessment to the next**, focusing on stretch growth targets.
- **Increase the percentage of students meeting their D2 iReady stretch growth by 10%** compared to last year's data.
- **Teachers, grade-level PLCs, and administrators** will regularly review data to adjust instruction and interventions as needed.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **SBAC Results:** Reduce the **distance from meeting standards** in ELA by **15 points**, measuring progress based on year-over-year growth.
- **SBAC Proficiency:** Increase the percentage of students **meeting or exceeding standards** by 5%.
- **K-6 iReady Results:** Improve the number of students at or above grade level by **5% compared to the prior year**.
- **TK/KFSA Assessment Progress:** Achieve a **10% increase** in assessment results from the previous year.
- **Monitoring & Accountability:** Progress will be tracked and analyzed by **the Principal, VPs, and teachers** to inform instructional adjustments and interventions.

Action 2 :

Math Instructional Plan for K-6

Action Details:

Lincoln Elementary School is committed to providing all students with high-quality math instruction through a comprehensive TK-6 mathematics program. This program emphasizes conceptual understanding while integrating the eight mathematical practices with a focus on coherence, rigor, and real-world application.

To ensure student success, Professional Learning Communities (PLCs) will provide targeted instruction and interventions. Our ultimate goal is for all students to demonstrate mastery of grade-level math standards and develop strong

problem-solving skills.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Tier 1: Universal Supports for All Students

Teachers in grades K-6 will implement the following supports to ensure high-quality math instruction for all students:

- Core Math Block: Instruction aligned to support mastery of Common Core State Standards (CCSS).
- Technology Integration: Digital tools will enhance student learning of CCSS, with funding allocated for technology purchases, repairs, and software as needed.
- Instructional Materials & Supplies: Funds will support necessary classroom resources, including supplementary materials for Math.
- Goal-Setting & Classroom Incentives: Incentives will encourage academic progress based on district and state assessments as well as academic achievements.
- Substitutes for Teacher Collaboration: Coverage will be provided for instructional planning, data analysis, coaching, and PLC team planning days.
- Instructional Coaching Support: Teachers will receive professional development and coaching support in Math.
- Parent Communication & Engagement: Funds will support materials and translation services to foster strong home-school connections.

Tier 2: Targeted Interventions

For students requiring additional academic and social-emotional support, the following interventions will be provided:

- Math Interventions: Small-group instruction and support tailored to student needs.
- Teaching Fellows: Teaching Fellows will provide additional support in Math prioritizing students identified through academic data.
- After-School Tutoring: Teachers will offer after-school tutoring contracts to provide targeted math support.

Tier 3: Intensive Interventions

For students requiring individualized and intensive support, Lincoln Elementary will implement the following measures:

- Targeted Support Team (TST): Students with ongoing challenges related to academics, health, attendance, behavior, or suspensions may be referred for additional intervention.
- Student Success Team (SST): Students who have exhausted all Tier 1 and Tier 2 interventions will be referred for an SST meeting to develop a specialized support plan.
- Specialized Services & Accommodations:
 - Provide all accommodations as outlined on students' 504 and/or Individualized Educational Plan.

This structured three-tiered support system ensures that all students receive the academic, behavioral, and social-emotional assistance they need to succeed in math.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Enhanced Math Services for English Learners (ELs) at Lincoln Elementary School

To ensure English Learners (ELs) receive targeted support in mathematics, Lincoln Elementary School will implement the following enhanced services:

1. Academic Math Vocabulary Development

- Explicit Vocabulary Instruction: Teachers will emphasize key academic math vocabulary to enhance ELs' understanding of concepts and promote language acquisition.
- Visual Aids & Anchor Charts: Math word walls, graphic organizers, and sentence frames will be used to support vocabulary retention.
- Structured Language Practice: ELs will participate in activities using sentence stems, partner discussions, and accountable talk strategies to strengthen mathematical communication skills.
- Use of Math Language Frames: ELs will practice structured responses to explain their mathematical reasoning and solutions.

2. Strengthening Math Problem-Solving Skills

- Understanding the Problem: Teachers will guide ELs to restate problems in their own words, identify unknowns, and determine relevant information.

- Modeling & Think-Alouds: Teachers will demonstrate problem-solving strategies using step-by-step modeling and scaffolded questioning techniques.
3. Parent Engagement & Home Support
- ELAC & SSC Involvement: Parents will be encouraged to participate in English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings to discuss EL students' math progress and receive academic updates.
4. Professional Learning for Teachers
- Training in Math Instruction for ELs: As funding allows, teachers will receive professional development on effective math instruction strategies for EL students, focusing on differentiation, scaffolding, and assessment practices.
 - Collaboration with District EL Services: Teachers will work with EL specialists to integrate best practices into their math instruction.

By implementing these enhanced services, Lincoln Elementary School aims to support EL students in developing both mathematical understanding and language proficiency, ensuring they have the tools needed to succeed in math.

Student Groups

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

English Learner (EL):

Students with Disabilities (SWD):

- Certificated tutor to provide targeted small-group instruction.
- Purchasing supplemental math instructional materials, including manipulatives.
- Providing professional development opportunities focused on effective math instruction and intervention strategies.
- Purchasing online math programs or software to support differentiated instruction and remediation.
- Site Licensees

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

Students with Disabilities (SWD):

English Learner (EL):

Providing substitutes and release days for planning focused on math instruction.

- Purchasing instructional technology to support interactive math learning, such as digital math tools.
- Professional development.
- Provide Tutoring contracts
- Conferences and other professional development.
- Teaching Fellows
- Professional Learning for teachers
- Materials and supplies
- Technology tools for EL Support
- Technology and repairs
- Bilingual paraprofessionals
- Materials and supplies

- Classroom incentives
- Direct food services for professional learning of teachers and parent engagement
- Site licenses

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

English Learner (EL):

- Implementing a structured math intervention program during the school day for students who need additional support.
- Using formative assessments to monitor student progress and adjust instruction as needed.
- Encouraging real-world problem-solving applications to enhance student engagement and understanding.
- Strengthening Tier 1 math instruction through professional development and collaborative planning.
- Ensuring all teachers have access to high-quality instructional resources and ongoing training in effective math teaching strategies.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Expected Changes in Knowledge and Learning:</p> <ul style="list-style-type: none">• Increased student proficiency in foundational math concepts and problem-solving skills.• Improved student engagement and confidence in math.• Greater teacher collaboration in Professional Learning Communities focused on math instruction.
<p>Measurement & Monitoring:</p> <ul style="list-style-type: none">• Formative Assessments (e.g., exit tickets, quizzes, and math fluency checks) will be used to measure student progress.• i-Ready Diagnostic Data and benchmark assessments will track individual student growth.• Monitored by: Classroom teachers, instructional coaches, and site administration.

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Shaped Behaviors:</p> <ul style="list-style-type: none">• Increased student ability to apply math strategies to real-world problems.• More students meeting or exceeding grade-level math standards on interim assessments.• Teachers consistently using data to differentiate instruction and provide targeted interventions.
<p>Measurement & Monitoring:</p> <ul style="list-style-type: none">• iReady and IAB Assessments will track growth across the school year.• Student Work Samples and Math Journals will be reviewed for evidence of conceptual understanding.• Walkthrough and Observation Data will track instructional effectiveness and student engagement.• Monitored by: PLC teams, instructional leadership team, and administration.

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Ultimate Impact:</p> <ul style="list-style-type: none">• Increased percentage of students scoring proficient or advanced on state math assessments.• Reduced achievement gaps among student subgroups.• Improved overall student confidence and positive attitudes toward math.• Strengthened site-wide culture of data-driven instruction and continuous improvement in math instruction.
<p>Measurement & Monitoring:</p> <ul style="list-style-type: none">• State Assessment Data (CAASPP/Smarter Balanced) will measure overall proficiency gains.• Longitudinal Student Data Analysis will track progress over multiple years.• Annual Schoolwide Math Data Review will guide decision-making for future instructional strategies.• Monitored by: District assessment teams, site leadership, and PLC teams.

2025-2026 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		65,156.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats, Learning Cycles, Observations, SST Meetings, Planning	29,818.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts, Special Projects, Tutoring	20,229.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Site Licenses	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. G1A1 Student Incentives. G4A1 Staff Culture.	46,113.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech Equipment & Repairs	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel Costs for Conferences & Professional Development	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease for Copiers & Printers	27,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Learning for Teachers	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Subs	1,194.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	12,260.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		17,632.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,759.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Site Licenses	10,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,357.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tech for EL Support	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Newcomer and EL Teaching Fellow	15,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - Teaching Fellow to Support Math Instruction	15,000.00

\$320,018.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	83.4 %	84.6 %	2024-2025	85.7 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on Lincoln Elementary's Fall Climate & Culture student survey, the percentage of favorable responses in the student-centered/real-world experiences domain is currently 83.4%, with a goal of increasing to 85.7% by the 2025-2026 school year. Additionally, the percentage of students graduating from high school who are college and career ready based on the College and Career Readiness Indicator (CCI) is 43%, with a long-term goal of reaching 75% by June 2030. These metrics indicate a need to enhance real-world learning experiences and strengthen college and career preparedness at the elementary level.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited Exposure to Real-World Learning:** Students have few opportunities for hands-on, project-based learning that connects classroom instruction to real-world applications.
- Lack of Structured College and Career Readiness Activities:** Elementary students have minimal exposure to career exploration and goal-setting activities.
- Limited Engagement in Extracurricular and Leadership Opportunities:** Participation in clubs, co-curricular activities, and leadership roles remains inconsistent.
- Need for Increased Community and Industry Partnerships:** Limited collaboration with local businesses and community organizations restricts real-world learning experiences.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Expansion of extracurricular opportunities, including student leadership roles and community service.
- Development of structured college and career readiness activities, including guest speakers, career days, and mentorship programs.
- Increased partnerships with community organizations and local businesses to provide real-world learning experiences.
- Strengthened implementation of structured incentives and recognition programs to boost student engagement.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: College and Career Readiness Opportunities

Partially Implemented

During the 2024-2025 school year, the following actions were implemented:

- **TK-6th Grade:** Read Across America with community volunteers
- **3rd-6th Grade:** District-funded career engagement programs
- **Social-Emotional Learning:** Second Step, class meetings, Growth Mindset, and Goal Setting lessons
- **Schoolwide Events:** Red Ribbon Week, Read Across America, SEL & Kindness Week.
- **Community & Leadership:** Volunteer/service opportunities, Student Council leadership roles
- **VAPA (Visual and Performing Arts):** Dance, Music, Choir, Band, Strings, and Arts engagement opportunities

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: College and Career Readiness Opportunities

Partially Effective

The effectiveness of these actions is reflected in the increase in favorable responses in the student-centered/real-world experiences domain, which grew from 83.4% to 84.6%. This growth highlights that the strategies implemented had a positive impact; however, further improvements are necessary to reach our 85.7% target.

While the increase suggests that students are more engaged in real-world learning, students still have limited opportunities to engage or participate in leadership roles, mentorship programs, and extracurricular activities due to program requirements targeting only specific grade levels. Additionally, although students benefited from career-related exposure, deeper engagement through structured mentorship and hands-on career exploration opportunities is still lacking.

The data confirms that while progress is being made, enhancements are needed to fully integrate these initiatives into daily instructional practices and increase accessibility for all students. A more systematic approach will ensure that student-centered experiences become a consistent and impactful component of the school environment.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **Expand Student-Centered Learning and Real-World Applications**

- Provide professional learning for teachers on implementing inquiry-based and project-based learning.
 - Develop interdisciplinary projects that connect academic content to real-world applications.
 - Implement hands-on STEM and arts-integrated learning experiences.
- 2. Enhance College and Career Readiness Opportunities**
- Establish a career exploration program with guest speakers, field trips, and career fairs.
 - Integrate goal-setting and future-planning activities into classroom instruction.
 - Provide mentorship opportunities for students with professionals from various fields.
- 3. Increase Extracurricular and Leadership Opportunities**
- Expand student leadership roles, including student council.
 - Create structured after-school clubs focused on STEM, arts, and civic engagement.
 - Implement service-learning projects that connect students to community needs.
- 4. Strengthen Community and Industry Partnerships**
- Develop partnerships with local businesses to provide learning opportunities for students.
 - Invite industry professionals to collaborate on projects and mentorship programs.
- 5. Reinforce Positive School Climate and Recognition Systems**
- Implement structured student recognition programs for academic and character achievements.
 - Revitalize PAWS rewards and redemption opportunities.
 - Introduce quarterly assemblies and incentives for student engagement in academic and extracurricular activities.

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

SSC:

- SSC members prioritized additional speakers to expose them to different types of careers.
- Increased investments in technology, software, and supplemental materials were identified as critical needs to support student-centered learning.
- Structured recognition programs were recommended to motivate students.

ELAC:

- ELAC members prioritized additional speakers to expose them to different types of careers and how multilingualism is seen in the real world.
- Interest in additional field trips to show students real world opportunities.

Staff:

- Expanding sports and providing intermural sports so more students can be involved.
- Expanding after-school enrichment opportunities, including clubs and leadership initiatives, was identified as a key priority.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

Schoolwide Events

- TK-6: Read Across America
- TK-6: Red Ribbon Week
- TK-6: Kindness Week
- TK-6 Grade-Character Counts/Student of the month awards
- K-6: District funded career engagement opportunities
- 5-6: Student Council Leadership opportunities
- TK-6: Continued work on Second Step class meetings and lessons on Growth Mindset

Tier 2

- After School Program activities, materials and supplies
- Mentoring Services
- Tier 2 Intervention Specialist group opportunities.

Tier 3

- Mentoring Services
- Case-management with Clinical School Social Worker

Materials & Supplies

- Athletics equipment
- Spirit wear
- Awards & Incentives
- School activities
- Vendors for student engagement, and the arts.
- Materials and supplies including but not limited to plaques, trophies, medals, etc.
- Lease of copy machine
- Additional copy machine and copy machines' maintenance to support/provide materials
- Direct graphics
- Materials and supplies for parent participation
- Transportation services to attend activity or event.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Career & Community Engagement

- Career Exploration: Field trips, guest speakers, and career research projects expose EL students to various professions.
- Leadership Opportunities: Student council, community service, and peer mentorship help EL students build confidence and communication skills.
- Bilingual Role Models: Professionals from diverse backgrounds share career insights, emphasizing the value of multilingualism.

2. Positive School Climate & Recognition

- Student Recognition: EL students are celebrated for language growth and academic achievements.
- Cultural Inclusivity: Events, clubs, and bilingual literacy nights highlight linguistic diversity.
- Support Networks: Peer mentors and inclusive programs ensure EL students feel welcomed and engaged in school life.

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

- Supplemental instructional materials to support differentiated learning in inclusive and resource settings.
- Materials and resources for engagement activities
- Incentives and recognition for student participation and achievement in extracurricular activities.
- Transportation services

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

English Learner (EL):

Students with Disabilities (SWD):

- Assistive technology, such as specialized software and adaptive devices, to aid student learning.
- Extra time for classified staff and NTAs to support student participation in school-wide activities.
- Supplemental instructional supplies and curriculum adaptations to meet the diverse needs of students with disabilities.
- Materials and supplies for student incentives
- Supplemental contracts for clubs & activities
- Transportation services

As a site: What are the planned actions to support this student group?

English Learner (EL):

Students with Disabilities (SWD):

- Provide mentoring services and small-group interventions led by the Tier 2 Intervention Specialist.

- Offer professional learning opportunities for staff on inclusive practices and differentiated instruction.
- Ensure access to co-curricular activities, athletics, and student leadership opportunities for all students, including those with disabilities.
- Collaborate with families to develop individualized support plans and strategies.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Increased student engagement extracurricular activities. <p>Measurement & Monitoring:</p> <ul style="list-style-type: none"> • Student participation records • Student survey results • Monitored by site administration and intervention specialists

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • Greater participation in school-wide events and student leadership roles. <p>Measurement & Monitoring:</p> <ul style="list-style-type: none"> • Student survey results • Monitored by site administration, case managers, and intervention specialists

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • 2-4% growth response rate of student centered opportunities evidenced on the climate & culture survey. <p>Measurement & Monitoring:</p> <ul style="list-style-type: none"> • Annual climate and culture surveys • Monitored by site administration, and student services teams

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		27.2 %	2023-2024	26.6 %
Chronic Absenteeism - (African American)	✓		43.1 %	2023-2024	42.5 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		27.4 %	2023-2024	26.8 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		35.2 %	2023-2024	34.6 %
Suspension Rate	✓	2.4 %	5.1 %	2023-2024	4.77 %
Suspension Rate - (Homeless)	✓		6.7 %	2023-2024	6.37 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic absenteeism and suspension rates continue to impact student achievement and school culture at Lincoln Elementary. Attendance and behavior interventions have not been consistently effective in reducing these trends, particularly among historically underserved student groups.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Attendance Interventions – The school at this time does not have an established attendance incentive strategy.
2. Proactive Behavior Supports – Lincoln Elementary lacks proactive positive behavior strategies and additional Tier II interventions to reduce recurring disciplinary actions.
3. Attendance Analysis – The school lacks a root cause analysis of the barriers to getting chronically absent students to school.
4. Social-Emotional Learning Supports – While Lincoln provides Tier I and Tier II SEL strategies, expanding available interventions will further support positive behavior development.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Create school-wide attendance initiatives and reinforce positive student engagement.
- Implement positive behavior strategies to reduce suspensions.
- Create an attendance analysis protocol to foster stronger school-home partnerships to address chronic absenteeism.
- Enhance social-emotional learning programs to provide students with coping and conflict-resolution strategies.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Decrease Chronic Absenteeism

Not Implemented

Lincoln Elementary has yet to establish a structured attendance initiative to address chronic absenteeism. While there have been some individual teacher efforts and office outreach, a cohesive, school-wide strategy is missing. The absence of targeted incentives and a root cause analysis of attendance barriers has contributed to continued absenteeism, particularly among historically underserved student groups.

Action 2: Decrease out-of-school suspensions

Not Implemented

Lincoln Elementary has introduced some Tier I social-emotional learning supports, such as PAWS incentive strategies and classroom-based SEL activities. However, there is an ongoing need for additional Tier II interventions to support students displaying recurring behavioral challenges. The lack of proactive behavior strategies and consistent alternatives to suspension has resulted in continued high suspension rates, particularly among underserved student groups.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Decrease Chronic Absenteeism

Ineffective

Chronic absenteeism at Lincoln Elementary remains a significant issue, particularly among historically underserved student groups. Despite recognizing absenteeism as a barrier to student achievement and school culture, the school has not implemented a structured, data-driven intervention plan. The lack of school-wide attendance incentives and an absence of a root cause analysis to identify attendance barriers have contributed to ongoing absentee trends.

Action 2: Decrease out-of-school suspensions

Ineffective

Lincoln Elementary continues to experience high suspension rates due to a lack of consistent Tier II behavioral interventions and proactive strategies to address student misbehavior. While some SEL strategies are in place

at a Tier I level, additional supports are needed to prevent recurring disciplinary actions. Positive behavior reinforcements and interventions have not been fully implemented or consistently applied.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- School-wide attendance incentives
- Collaboration with outside agencies to address barriers such as transportation or family needs.
- Mentorship with school staff to promote attendance
- Anti-Bullying & Conflict Resolution Programs
- Tier II intervention support to address peer conflicts proactively.
- Behavior Intervention Support

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

SSC:

- SEL Support Staff & Mentors
- Behavior Incentives
- Develop an incentive-based attendance
- Strengthen school-home partnerships
- Implement goal-setting activities and student check-ins
- Collaborating with parents to ensure consistent behavioral support
- More events & celebration weeks
- Spirit weeks
- Attendance Celebrations

ELAC:

- SEL Support Staff & Mentors
- Behavior Incentives
- Develop an incentive-based attendance
- Strengthen school-home partnerships
- Implement goal-setting activities and student check-ins
- Collaborating with parents to ensure consistent behavioral support
- Student of the month
- Activities that get students excited to come to school.

Staff:

- SEL Support Staff
- Mentorship Program
- Reward system
- Structured recess opportunities

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

School Culture & Expectations:

- School-wide assemblies for grades K-6 to review expectations, structures, and procedures.
- CHAMPS classroom management strategies implemented in all classrooms.
- Weekly Class Meetings using *Class Meetings that Matter* and the Olweus Anti-Bullying Program (10 lessons).
- Reinforcement of school-wide expectations, student SEL skills, and character education.
- Student of the Month/Character Counts awards presented monthly.
- CCT Team will focus on school wide attendance initiative and monitor data.

Attendance Incentives:

- Lincoln PAWS Tickets used to reinforce positive attendance.
- Ongoing attendance incentives for students at all attendance levels.
- Quarterly attendance awards to recognize great attendance.
- Goal-setting reward parties and incentives each quarter for students meeting attendance goals

Tier 2

- External vendors (e.g., Rare Breed Sports Mentors) provide mentoring and social-emotional support.
- SEL Staff assist students with relationship-building, attendance goals, and emotional regulation.
- Tier II Intervention Specialist provides additional support for attendance and social-emotional needs.
- Targeted Support Team (TST) meets monthly to review referrals and implement interventions.

Tier 3

- TST meetings are conducted to ensure all Tier 1 and Tier 2 interventions have been implemented.

Additional Supports & Resources

- Student Conferences & Incentives:
 - Teachers, HSL, and Tier II Intervention Specialist conference with students to celebrate improved attendance.
 - Students are encouraged to participate in Goal 2 activities/clubs.
- School Culture & Student Belonging:
 - Banners, flags, and school memorabilia to enhance school pride.
 - Student incentives for attendance, positive behavior, character education, and a growth mindset.
- Materials & Supplies:
 - Lease of copy machines and copy paper.
 - Incentives, notebooks, and other instructional materials.
 - Graphics and printed materials for student awards and attendance recognition.
- Parent & Community Engagement:
 - Mentoring programs for students.
 - Home School Liaison (HSL) and mileage support.
 - After-School Program for student engagement.
 - Extra pay for classified staff & NTAs to support student supervision and activities.
 - Bilingual paraprofessionals to assist diverse student populations.
 - Direct food services for student and parent engagement activities.
 - Materials and supplies for parent participation events.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced services for EL students:

- Language Access & Communication:
 - All parent and student communication is translated into the primary language (e.g., ParentSquare, field trip forms, flyers, and notices).
 - Translation services are provided at all school assemblies and events.
- Bilingual Staff Support:
 - Office staff, librarian, Tier II Behavior Intervention Specialist, Extended School Coordinator, and NTAs are bilingual.
 - The Home School Liaison (HSL) assists EL students and families in navigating school systems and procedures.
- Parent & Community Engagement:
 - ELAC meetings provide parents of EL students with resources and advocacy opportunities.
 - The Home School Liaison hosts parent coffee hours to strengthen family-school connections.
 - Bilingual Community Schools Coordinator supports with communication and overcoming barriers of student's attendance goals

Student Groups

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

Homeless (HM):

Socioeconomically Disadvantaged (SED):

African American (AA):

Students with Disabilities (SWD):

English Learner (EL):

- Supplemental Materials & Curriculum: Purchase evidence-based instructional resources, assistive technology, and intervention programs tailored to student needs.
- Family Engagement: Host parent coffee hours and provide resources to support families

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

Homeless (HM):

African American (AA):

English Learner (EL):

Students with Disabilities (SWD):

Socioeconomically Disadvantaged (SED):

- Specialized Instructional Materials: Purchase adaptive learning tools, sensory supports, and accessible curriculum resources.
- Behavioral & SEL Support: Fund Clinical School Social Worker.
- Mileage for HSL for home visits.

- Vendors for SEL Mentors, student incentives, and increasing school culture.
- School memorabilia (banners/flags) to increase a sense of belonging and pride in community.
- Student incentives
- Direct food services for meetings

As a site: What are the planned actions to support this student group?

Homeless (HM):

African American (AA):

English Learner (EL):

Students with Disabilities (SWD):

Socioeconomically Disadvantaged (SED):

- Attendance Team (Office Assistant, HSL, Tier II, VP, Principal) will have meetings and check-ins with students and families.
- Professional Development: Offer ongoing training for teachers and staff on best practices for working with students with disabilities.
- Family and Community Engagement: Strengthen partnerships with parents by hosting parent coffee hours and regular communication regarding student attendance progress.
- Progress Monitoring & Data-Driven Decision Making: Regularly review student progress and adjust interventions based on assessment data.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate monthly compared to last year.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.</p> <p>Outcomes monitored by Admin Team, HSL, and CCT Team.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Decrease in chronic absenteeism rate by semester compared to last year by 1%.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.</p> <p>Outcomes monitored by Admin Team, HSL, and CCT Team.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Increase in Student Attendance: Achieve and maintain an absenteeism rate of 26.6% or lower.</p> <p>Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.</p> <p>Outcomes monitored by Admin Team, HSL, and CCT Team.</p>

Action 2 :

Decrease Suspension Rate

Action Details:

Lincoln Elementary will decrease the suspension rate by fostering a positive, safe, and inclusive school culture where all students feel valued and connected. Through intentional student engagement activities and efforts to strengthen students' sense of belonging, we will create an environment that prioritizes relationship-building, conflict resolution, and proactive behavior support.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Strengthen Second Step curriculum and morning meetings with a focus on peer connections, problem-solving, and collaboration.
- Organize monthly community-building events (recess activities, kindness campaigns, SEL themes).
- Establish lunchtime and extracurricular engagement activities to increase student connection.
- Revitalize Lincoln PAWS Tickets and Student of the Month for positive behavior
- Introduce weekly and monthly raffles, activities, and student initiatives.
- Expand positive behavior incentives
- Increase structured play opportunities to promote student connectedness.

Tier 2:

- Strengthen Check-In/Check-Out mentoring with SEL staff.
- Increase mentoring support from outside contractors (e.g., Rare Breed) for students needing additional guidance.
- Expand Tier II small groups focusing on friendship skills and emotional regulation.

Tier 3:

- Ensure SST and Targeted Support Team (TST) referrals are processed in a timely manner.
- Increase Home-School Liaison (HSL) outreach to build connections with families
- Implement structured intervention plans for students with repeated behavior concerns.
- Professional Learning & Staff Support:
- SEL instruction & Safe and Civil Structures review
- Cool-down areas

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced services for EL students:

- All parent and student communication will be translated into primary language (ParentSquare, permission slips, fliers, posters and notices).
- All school assemblies and school events have information translated during the event.
- All Office Staff, Librarian, Tier II Behavior Intervention Specialist, School Psychologist, Extended School Coordinator, and NTAs are bilingual.
- Home School Liaison to support EL students and families to access and understand school systems and procedures.
- Bilingual paraprofessionals

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

Homeless:

- Materials for Tier II small group intervention
- Teacher academic planning time
- Translator contracts
- Babysitters for parent meetings
- Substitutes for teacher academic planning time to create engaging lessons

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

English Learner (EL):

Students with Disabilities (SWD):

Homeless:

- Mileage for home visits
- Substitutes for IEP/SST meetings with families
- Incentives for students and families

- Parent involvement meetings/events
- Mentors for student SEL support
- Bilingual resources for parents.
- Materials and supplies

As a site: What are the planned actions to support this student group?

English Learner (EL):
Students with Disabilities (SWD):
Homeless:

- Implementing Tier II and Tier III behavior interventions through the Targeted Support Team (TST)
- Regular collaboration between teachers and TST
- Parent & Family Meetings led by bilingual HSL
- Providing translated resources and meetings to ensure families of EL students with disabilities receive the support they need.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Decrease the suspension rate monthly compared to last year.
- Outcomes measured by monthly meetings to review/analyze misbehavior data by school, grade level, teacher.
- Outcomes monitored by Admin Team, Teachers, and TST Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Decrease the suspension rate by semester compared to last year by 1%.
- Outcomes measured by monthly meetings to review/analyze misbehavior data by school, grade level, teacher.
- Outcomes monitored by Admin Team, Teachers, and TST Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- End the year with a suspension rate of 4.77% or below.
- Outcomes measured by monthly meetings to review/analyze misbehavior data by school, grade level, teacher.
- Outcomes monitored by Admin Team, Teachers, and SST Team.

2025-2026 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	Sup & Conc	Instruction	Direct Trans			: Transportation	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage for HSL	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Set aside to extend NTA hours to increase safety and decrease suspension rates.	8,000.00

\$11,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.4 %	87.8 %	2024-2025	88.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff participation in the Fall Climate & Culture Survey increased from 29 participants in 2023 to 38 participants in 2024. The percent favorable in organizational culture domain increased from 26% in 2023 to 88% in 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The school site had been without a Vice Principal for two years, without an HSL for 1 year, and without permanent custodians for 1 year.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

As of this academic year, the school has been allotted a permanent Vice Principal. We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, and formal groups such as the ILT and CCT.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Staff

Partially Implemented

The action was partially implemented. The school was provided numerous substitute Vice Principals and other substitute staff for vacancies, however, the organizational culture needs to be strengthened.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Staff

Partially Effective

The action was partially effective as it resulted in a minimal increase in the percent favorable in organizational culture domain.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Funds will be set aside to fund substitutes to increase staff voice for data chats, action planning, collaboration, and reflection.
- Training for teachers in PLC+ structures and implementation.
- Differentiated PLs.

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

SSC:

- Additional academic supports for students
- Mentors
- Activities for students

ELAC:

- tutors that support students in learning the English language

Staff:

- additional activities/events that show staff appreciation.
- Continued purchase of site licenses and materials and supplies
- Continued funding of intervention personnel

Action 1 :

Staff Training and Support

Action Details:

Lincoln Elementary is committed to fostering a collaborative and inclusive school culture by amplifying staff voice, providing high-quality professional development, and ensuring robust support systems that empower educators. Through these efforts, we aim to promote teacher efficacy, equipping our staff with the confidence, skills, and resources needed to maximize student success.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Professional Learning Areas:**
 - SBAC Claims & Targets
 - Interim Assessments
 - Foundational Skills
 - Reading Comprehension
 - Professional Learning Communities (PLCs)
 - Common Core State Standards (CCSS)
 - Math Fluency & Mathematical Practices
 - Math Problem Solving
 - Trauma Informed Practices
- **Professional Learning Support:**
 - Consultants, conferences, travel, and other professional development opportunities.
- **Staff Growth & Recognition:**
 - Ongoing feedback for professional growth and recognition of staff contributions.
- **Job-Embedded Learning:**
 - Coaching cycles, peer observations, and other in-class supports led by the Academic Coach, administration, and Consultants to enhance instruction and classroom climate.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Professional Development for Teachers Serving English Learners and Paraprofessionals (ELs):

- **English Language Development (ELD):**
 - Integrated and designated ELD instruction
 - Scaffolding strategies for language acquisition
 - Differentiating instruction for various proficiency levels
- **Data-Driven Instruction:**
 - Using ELPAC, SBAC, and i-Ready data to inform instruction
 - Monitoring EL progress and adjusting teaching strategies
- **Academic Language Development:**
 - Strategies for teaching content-specific vocabulary
 - Supporting ELs in accessing complex texts
- **Building Oral Language Skills:**
 - Engaging ELs in structured academic conversations
 - Strategies for developing speaking and listening skills

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

- Materials and supplies
- Site licenses to provide extra resources for teachers
- Professional development

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

English Learner (EL):

Students with Disabilities (SWD):

- Professional development
- Conferences & Travel expenses.
- Bilingual Paraprofessional support
- Materials and supplies for staff connectedness

As a site: What are the planned actions to support this student group?

English Learner (EL):

Students with Disabilities (SWD):

Key Areas of Professional Development for Teachers Serving Students with Disabilities (SWD):

- **Inclusive & Differentiated Instruction:**
 - Strategies for Universal Design for Learning (UDL)
 - Differentiation techniques to meet diverse learning needs
- **Data-Driven Instruction:**
 - Using IEP goals, assessments, and progress monitoring tools to inform instruction
 - Analyzing student data to drive individualized interventions
- **Academic Language & Literacy Development:**
 - Strategies for supporting literacy and language development for SWD
 - Explicit instruction in academic vocabulary and comprehension strategies
- **Social-Emotional Learning (SEL) & Behavioral Support:**
 - Teaching self-regulation, executive functioning, and coping strategies
- **Building Oral Language & Communication Skills:**
 - Encouraging structured academic conversations and social interaction

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will measure the effectiveness of professional development around Foundational Skills, Reading Comprehension, and Math during the first semester.
- Outcomes measured with iReady1 and iReady2 Diagnostic administrations. There will be a 3% increase of students who met 40% or their stretch growth.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by staff participation.
- There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by staff participation.
- There will be an increase of 3% favorable.

Outcomes monitored by Principal, VP, and CCT.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	86 %	83.3 %	2024-2025	84.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Despite our efforts to create inclusive opportunities for family engagement, we have faced challenges in encouraging parents to attend on-campus events and meetings to support their child's academic success.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all parents have phones/technology and therefore miss engagement communication
- Families with limited childcare or transportation may struggle to attend
- Work constraints

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Offer a variety of event times and virtual options
- Increase outreach through parent square, printed information, and home school liaison

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Families

Partially Implemented

This action was partially implemented. Some parents attended activities and events, however, they tended to be the same families.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Families

Ineffective

The Fall Climate & Culture family survey indicates that not all parents feel actively engaged. While we offer various opportunities for parent involvement on campus, overall participation remains low, with a small group of parents consistently attending events. We anticipate increased engagement in the coming year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will enhance our efforts to boost parent participation by offering additional incentives for attending meetings. Additionally, we will provide training for our Home-School Liaison and Community Schools Coordinator on effective parent outreach strategies.

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

SSC:

- Additional family events
- More engagement opportunities and rewards
- Mentors for students

ELAC:

- Mentors for students
- Academic and Language support

Staff:

- Parent events such as recognition breakfast events or paint nights
- Additional Incentives and events for students
- Mentors

Action 1 :

Inclusive Opportunities for Families

Action Details:

Lincoln Elementary will offer parent and family engagement opportunities to cultivate a welcoming and inclusive environment where families feel valued and involved in decision-making, supporting academic growth and culturally inclusive practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Parent-Teacher Collaboration:** Conferences, Back to School Night, Open House, Deck the Halls, Pastries with Peeps, SSTs, IEPs, parent meetings (Parent Engagement Hours), and parent learning opportunities (Parent University).
- **Field Trips & School Events:** Parents will be invited to chaperone study trips to foster engagement.
- **Resources & Supplies:** Materials to enhance family engagement, including office supplies, books, technology, food services, and incentives.
- **Independent Contract Services:** Engaging families through services such as Literacy Night, Art Night, speakers, service providers, and bounce houses.
- **Childcare for Parent Engagement:** Supplemental contracts for classified staff to offer babysitting services, ensuring equitable access for families.
- **Extracurricular Support:** Families are encouraged to attend and support students in school events such as sports, clubs, and Deck the Halls.
- **Title I and SSC Meetings:** These meetings will educate families on school goals, funding sources, parental rights, and the role of family involvement in student success.
- **Parent Communication:** Multiple platforms, including email, ParentSquare, phone calls, Peachjar, social media, the school website, and the marquee, will be used to engage families. Translation services via ParentSquare will ensure accessibility for all.
- **ELAC Meetings:** These sessions will guide families in understanding the ELPAC process, interpreting student assessment scores, and supporting their children's language proficiency in reading, writing, listening, and speaking.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced services for English Learners:

- ELAC Meetings
- EL Coordinator and HSL will work with EL Families
- Translations services provided for families

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

- Babysitting for parent meetings, IEPs, SST, TSTs
- Materials and supplies for parent outreach and involvement.

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

English Learner (EL):

Students with Disabilities (SWD):

- Mileage for HSL to strengthen parent partnership
- Materials and supplies for parent engagement
- Parent engagement events
- Mentoring
- Direct food services for student and family activities

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

English Learner (EL):

For Lincoln Elementary:

- Conduct monthly SST meetings to address the needs of our low-performing student groups.
- Maintain consistent communication with all parents.
- Expand opportunities for parent engagement during and after school hours.
- Leverage a site-based School Social Worker to identify psychosocial factors affecting students' unmet needs.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.
- Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by family engagement domain.
- There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by family engagement domain. There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and teachers

2025-2026 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	1,310.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials & Supplies **No food or incentives**	1,690.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translation for Parent Conferences	2,618.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Engagement & Connectedness, Student Connectedness	39,270.00

\$44,888.00

2025-2026 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		65,156.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licenses	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats, Learning Cycles, Observations, SST Meetings, Planning	29,818.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts, Special Projects, Tutoring	20,229.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Site Licenses	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. G1A1 Student Incentives. G4A1 Staff Culture.	46,113.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech Equipment & Repairs	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel Costs for Conferences & Professional Development	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease for Copiers & Printers	27,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Learning for Teachers	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Subs	1,194.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	12,260.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		17,632.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,759.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Site Licenses	10,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,357.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tech for EL Support	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Newcomer and EL Teaching Fellow	15,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation - Teaching Fellow to Support Math Instruction	15,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Servi	Local Mileag			: Mileage for HSL	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Set aside to extend NTA hours to increase safety and decrease suspension rates.	8,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,310.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials & Supplies **No food or incentives**	1,690.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translation for Parent Conferences	2,618.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Engagement & Connectedness, Student Connectedness	39,270.00

\$375,906.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,656.00
Sup & Conc	7090	\$220,242.00
LCFF: EL	7091	\$85,008.00
Grand Total		\$375,906.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$320,018.00
G3 - Increase student engagement in their school and community	\$11,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$44,888.00
Grand Total	\$375,906.00