

Lincoln Elementary

10621666006365

Principal's Name: Marisa Favila

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Marisa Favila	X				
2. Chairperson - Laura Paz				x	
3. Christopher Leal				x	
4. Mariana Gonzalez				x	
5. Estela Vargas				x	
6. Yanet Flores				x	
7. Mariah Salazar		x			
8. Kahryn Noles		x			
9. Chloris Aguilar-Duarte		x			
10. Javier Garza			x		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

x ☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Lincoln Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Marisa Favila		3-12-26
SSC Chairperson	Laura Paz		3-12-26

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

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

FY 2026/27

Lincoln - 0310

ON-SITE ALLOCATION

3010	Title I	\$68,034 *
7090	LCFF Supplemental & Concentration	\$190,464
7091	LCFF for English Learners	\$66,700

TOTAL 2026/27 ON-SITE ALLOCATION

\$325,198

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,972
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Program Budget	\$66,062
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Total Title I Allocation	\$68,034
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ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Lincoln Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		16.4 %	2024-2025	17.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		51.2 %	2024-2025	52.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		60.8 %	2025-2026	61.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		46.7 %	2025-2026	47.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		49.2 %	2025-2026	50.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.8 %	2025-2026	63.9 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		30.8 %	2025-2026	31.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		55.8 %	2025-2026	56.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.1 %	2025-2026	48.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		35.6 %	2025-2026	36.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.4 %	2025-2026	61.5 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		22.8 %	2025-2026	23.9 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-48.7 pts	-49.9 pts	2024-2025	-34.9 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		30 %	2024-2025	35 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-43.8 pts	-37.8 pts	2024-2025	-22.8 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		39.7 %	2024-2025	44.7 %	↑
Goal 2	Chronic Absenteeism - (Hispanic)		25.1 %	2024-2025	24.5 %	↓

Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)	26.8 %	28 %	2024-2025	27.4 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)	34.6 %	35.1 %	2024-2025	34.5 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	26.6 %	24.4 %	2025-2026	23.8 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	84.4 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	88.9 %	93 %	2025-2026	94.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate - (African American)		10.4 %	2024-2025	10.07 %	↓
Goal 2	Suspension Rate - (Homeless)	6.37 %	9.8 %	2024-2025	9.47 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	4.77 %	0.9 %	2025-2026	1 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

ELA POP:
Based on SBAC, i-Ready, and site assessment data, a significant percentage of students at Lincoln Elementary are not yet performing at grade level in English Language Arts. Gaps in foundational literacy skills in the primary grades limit students' ability to access complex text and demonstrate comprehension in grades 2–6.

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

MATH POP:
Based on SBAC, i-Ready, and site assessment data, students at Lincoln Elementary are not consistently demonstrating mastery of grade-level mathematics standards. Assessment data indicates that students struggle with conceptual understanding and explaining mathematical reasoning.

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

ABSENTEEISM POP:
Chronic absenteeism continues to impact student learning at Lincoln Elementary. Students who are chronically absent experience significant interruptions in instruction, which contributes to gaps in literacy and mathematics achievement.

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

ELA CAUSES:

- Inconsistent mastery of foundational literacy skills (phonics, fluency, decoding) in primary grades.
- Limited systematic instruction in reading comprehension strategies in grades 2–6.
- Students have insufficient opportunities to write about reading across content areas.
- English Learners require additional language scaffolds and structured academic discourse to access rigorous grade-level texts.
- Chronic absenteeism reduces instructional time and disrupts continuity of instruction.

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

MATH CAUSES:

- Inconsistent use of math discourse routines to help students explain their thinking.
- Limited opportunities for collaborative problem solving and productive struggle.
- Students need stronger conceptual understanding before procedural fluency.
- English Learners require additional language support to explain mathematical reasoning.
- Chronic absenteeism interrupts the continuity of instruction.

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

ABSENTEEISM CAUSES:

- Families may lack awareness of the academic impact of chronic absenteeism.
- Attendance monitoring and intervention systems are still developing.
- Some families face barriers such as transportation, health, or work schedules.
- Students experiencing academic difficulty may become disengaged from school.
- Communication between teachers, families, and the attendance team requires strengthening.

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.

ELA NEEDS:

- Strengthen foundational literacy instruction in TK–2 through systematic phonics, fluency development, and targeted small-group instruction.
- Provide explicit comprehension instruction in grades 2–6, including text-dependent questioning, close reading, and collaborative discussions.
- Integrate writing across content areas to increase students’ ability to explain ideas and demonstrate comprehension.
- Provide professional learning on strategies to support English Learners, including language frames, discourse routines, and scaffolding.

- Expand targeted intervention supports such as certificated tutors, Tutors, and high-dosage tutoring.

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.

- MATH NEEDS:**
- Implement Building Thinking Classrooms strategies to increase engagement and conceptual understanding.
 - Strengthen math discourse routines so students can explain reasoning and critique the thinking of others.
 - Continue FCSS math coaching to strengthen Tier 1 math instruction.
 - Provide targeted math interventions through tutoring.
 - Increase use of hands-on manipulatives and real-world problem-solving tasks.

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.

- ABSENTEEISM NEEDS:**
- Strengthen the attendance monitoring system through weekly and monthly tracking.
 - Increase proactive family outreach through the Home School Liaison and administration.
 - Implement attendance recognition programs including classroom attendance trophies and incentives.
 - Provide targeted attendance interventions, including home visits and SARB referrals.
 - Increase family engagement opportunities that strengthen connections to the school community.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Instructional Plan for K-6

Partially Implemented

The actions were Partially Implemented to meet the desired student outcomes due to inconsistent levels of implementation.

Math Instructional Plan for K-6

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

College and Career Readiness Opportunities

Partially Implemented

The actions were Partially Implemented to meet the desired student outcomes due to inconsistent levels of implementation.

Decrease Chronic Absenteeism

Partially Implemented

The actions were Partially Implemented to meet the desired student outcomes due to inconsistent levels of implementation.

Decrease Suspension Rate

Partially Implemented

The actions were Partially Implemented to meet the desired student outcomes due to inconsistent levels of implementation.

Staff Training and Support

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

Inclusive Opportunities for Families

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA Instructional Plan for K-6

Partially Effective

The actions were Partially Effective - While there was progress in ELA, there was minimal growth from i-Ready diagnostic 1 to 2.

Math Instructional Plan for K-6

Partially Effective

The actions were Partially Effective - While there was progress in Math, there was moderate growth from i-Ready diagnostic 1 to 2.

College and Career Readiness Opportunities

Partially Effective

The actions were Partially Effective - While there was an increase in student engagement on the CCS, there was minimal growth.

Decrease Chronic Absenteeism

Ineffective

The actions were Ineffective - while there was minimal growth, the focus subgroups went up.

Decrease Suspension Rate

Effective

The actions were Effective - Our suspension rate reduced from 5% to 1%

Staff Training and Support

Partially Effective

The actions were Partially Effective - While there was minimal progress in ELA, Math learning cycles yielded systemic approaches to problem solving.

Inclusive Opportunities for Families

Effective

The actions were Effective - Climate and Culture Survey shows in increase from 89% to 96% in family engagement.

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.

Strengthening comprehension strategies through professional learning.
Student engagement and academic discourse in all content areas.
Math focus shift to number sense and building fluency.

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:

ELAC:

Staff:

More tutoring support for students

More interventions for students

Incentives for students such as speakers and assemblies

Tutoring to help students w/ learning English

Tutor support for small group interventions

Computer programs for EL students

Certificated tutor

Bi-Lingual Paraprofessionals



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Instructional Plan for TK-2

Action Details

Early Literacy

Lincoln Elementary will implement a cohesive TK–2nd grade English Language Arts instructional plan designed to strengthen foundational literacy, comprehension, and writing across content areas.

Goal: By June 2027, the percentage of 1st grade students who are proficient in literacy based on iReady D3 results will increase an average of 5.3%, from 63.3% in June 2026 to 68.6% in 2027.

Direct Instructional Services

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: Teachers will implement high-quality, standards-based instruction that includes:
- Systematic foundational literacy instruction in TK–2, including phonemic awareness, phonics, and fluency.
 - Writing across content areas including science and social studies
 - Structured academic discourse routines to increase student engagement with text
 - Integrated and Designated English Language Development (ELD) instruction for English Learners
 - Regular use of formative assessments to monitor student learning
 - Technology Integration: Digital tools will support student learning of Common Core State Standards.
 - Goal-Setting & Classroom Incentives: Materials will be provided to support academic goal-setting and reward students for achieving academic and behavioral goals.
 - Climate & Culture Support: A Climate and Culture Specialist will assist teachers with classroom management, observations, and feedback.
 - Academic Coach will conduct coaching cycles and provide feedback to teachers in literacy.
- Tier 2: Targeted Interventions. For students needing additional academic and social-emotional support, the following measures will be implemented:
- RTI – Response To Intervention: the school will have an established and protected reading intervention block that does not interfere with tier 1 instruction
 - Teachers, Certificated Tutors and other Tutors will provide differentiated reading intervention during the RTI block based on formative assessment data.
 - After-School Program Extended Learning: Students will have access to extended learning opportunities through tutoring and homework assistance through the after-school program
 - 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 so students can be available for learning.

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 Tier II Intervention Specialist 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.

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.

- The school will purchase a literacy intervention program designed for English Learners, such as K-12 summit, to have a resource for tutoring and intervention.
- Daily Designated and Integrated ELD (Tier 1): Provided by a certificated teacher to support English learners.
- Newcomer Support: Bilingual Paraprofessional and/or tutors will provide immediate language support on the essentials of the English language.
- Support for Long-Term English Learners (LTELs): Focused English Learner reading intervention programs will be offered to address the needs of long-term English learners.
- ELD Small Group Instruction in the after-school program.
- Bilingual Paraprofessionals: Support staff to assist English learner in accessing curriculum and interventions effectively.
- Home-School Liaison will provide communication and resources to students and families of English learners.
- 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.
- Translation for Parent Conferences
- ELPAC Assessors

Student Groups

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

African American (AA):

Homeless (HM):

Expenses to support both AA & H students:

- Instructional Materials & Supplies: Purchase of supplementary ELA resources, adaptive learning tools, and intervention materials
- Site Licenses: Purchase of software licenses for reinforcement, intervention, and supplemental instructional materials
- Technology Integration: Digital tools, adaptive technology, and other resources to support curriculum access

- Substitutes for PLC & Professional Learning: Classroom coverage for teachers attending professional development sessions
- Certificated Tutors: Funding for certificated tutors to provide targeted small-group and one-on-one interventions focusing on foundational reading

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

African American (AA):

Homeless (HM):

Expenses to support both AA & H students:

- 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 targeted student groups.
- Supplemental Contracts for Tutoring: teacher and classified staff contracts to provide extended learning opportunities
- Substitutes for SST Meetings: Providing coverage so teachers can participate in Student Study Team (SST) meetings for targeted student groups.
- Substitutes for PLC & Professional Learning: Funds will support substitute teachers for PLC planning days, instructional coaching, and collaboration with coaches for ELA professional development.
- Substitutes for Data Chats, Learning Cycles & Observations
- Social-Emotional Support: Funding for SEL resources and an SEL tutor who will provide small-group social skills instruction and behavior intervention plans.
- Administrator Substitutes for Professional Development: Providing coverage for administrators attending professional learning related to literacy and engagement strategies.
- Travel Costs for Conferences and Professional Development: Funding for teachers and administrators to attend relevant professional learning opportunities that enhance instruction for targeted student groups.
- 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.
- Instructional Materials & Supplies: Funding will support necessary instructional materials, including supplementary ELA and Math resources.
- Food for parent engagement.
- Incentives for Staff recruitment and retention.

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

African American (AA):

Homeless (HM):

Expenses to support both AA & H students:

- Targeted Intervention Block: A designated intervention period where students will 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 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.

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 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).
- Resources & Supplies: Materials to enhance family engagement, including office supplies, books, technology, food services, and incentives.
- Independent Contract Services: Literacy Night, Art Night, speakers, etc.
- 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, Parent Square, phone calls, Peach jar, social media, the school website, and the marquee, will be used to engage families.
- On demand translation and interpreter services 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.

Professional Learning

Describe Professional Learning related to this action.

As funding permits, teachers will participate in professional development related to:

- Effective early literacy instruction and implementation
- Reading comprehension strategies
- Writing across content areas
- Instructional strategies to support English Learners
- Using student data to inform instruction and intervention
- Academic Coach will provide professional development on areas of need

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.
 - Implement goal-setting at the school with grade level, teacher, and students to drive instructional improvement.
 - Monitor progress and outcomes through Principal, VPs, and teacher collaboration.

TSI SCHOOLS District Support:

- CSI/TSI District Guiding Coalition Team
- Root cause analysis support
- Priority Action and Implementation
- CSI Manager/Fresno County
- Instructional Superintendent support
- Budget and Plan compliance and development support

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 and iReady Diagnostic reading 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 5% 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.

-
- On iReady improve the number of students at or above grade level by 5% compared to the prior year.
 - TK/KFSA Assessment Progress: Achieve a 5% 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Instructional Plan for 3-6

Action Details

Literacy Intervention

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.

Goal: By June 2027, the percentage of 3rd - 6th grade students who are more than one year behind as measured by SBAC English Language Arts who make more than one year's growth will increase by 4.48% yearly from 28% in 2024-2025 to 32.09% in 2025-2026 to 36.57% in 2026-2027.

Direct Instructional Services

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: Teachers will implement high-quality, standards-based instruction that includes:

- Writing across content areas including science and social studies.
- Structured academic discourse routines to increase student engagement with text
- Integrated and Designated English Language Development (ELD) instruction for English Learners
- Regular use of formative assessments to monitor student learning
- Technology Integration: Digital tools will support student learning of Common Core State Standards.
- Goal-Setting and Classroom Incentives: Materials will be provided to support academic goal-setting and reward students for achieving academic and behavioral goals.
- Climate & Culture Support: A Climate and Culture Specialist will assist teachers with classroom management, observations, and feedback.
- Academic Coach will conduct coaching cycles and provide feedback to teachers in literacy.

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

- RTI – Response To Intervention: the school will have an established and protected reading intervention block that does not interfere with tier 1 instruction
- Teachers, Certificated Tutors and/or other Tutors will provide differentiated reading intervention
- After-School Program Extended Learning: Students will have access to extended learning opportunities through tutoring and homework assistance through the after-school program
- Additional Tutoring Support: Supplemental contracts will be available for teachers to provide targeted tutoring for identified student groups after school.
- 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 so students can be available for learning.

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 Tier II Intervention Specialist 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.

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?

Homeless (HM):

African American (AA):

Expenses to support both AA & H students:

- 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?

Homeless (HM):

African American (AA):

Expenses to support both AA & H students:

- 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?

Homeless (HM):

African American (AA):

Expenses to support both AA & H students:

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 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).
- Resources & Supplies: Materials to enhance family engagement, including office supplies, books, technology, food services, and incentives.
- Independent Contract Services: Literacy Night, Art Night, speakers, etc.
- 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, Parent Square, phone calls, Peach jar, social media, the school website, and the marquee, will be used to engage families.
- On demand translation and interpreter services 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.

Professional Learning

Describe Professional Learning related to this action.

As funding permits, teachers will participate in professional development related to:

- Morphology
- Reading comprehension strategies
- Writing across content areas
- Instructional strategies to support English Learners
- Using data to inform instruction and intervention
- Academic Coach will provide professional development on areas of need

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.
 - Implement goal-setting at the school with grade level, teacher, and students to drive instructional improvement.
 - Monitor progress and outcomes through Principal, VPs, and teacher collaboration.

TSI SCHOOLS District Support:

- CSI/TSI District Guiding Coalition Team
- Root cause analysis support
- Priority Action and Implementation
- CSI Manager/Fresno County
- Instructional Superintendent support
- Budget and Plan compliance and development support

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 iReady Diagnostic reading assessments, and SBAC IAB/FIAB 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 5% 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.
- Monitoring & Accountability: Progress will be tracked and analyzed by the Principal, VPs, and teachers to inform instructional adjustments and interventions.

Math Instructional Plan

Action Details

College & Career Readiness

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.

Goal: By June 2027 Lincoln Elementary will decrease the distance from meeting standards in Math from -66.0 to -45.0 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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.
- 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.

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 with tutors
- After-School Tutoring: Teachers will provide after-school tutoring to target 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.

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:

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.

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.

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?

Homeless (HM):

African American (AA):

- Paraprofessional support 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.

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

Homeless (HM):

African American (AA):

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.
- 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?

Homeless (HM):

African American (AA):

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- 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).
- Resources &Supplies: Materials to enhance family engagement, including office supplies, books, technology, food services, and incentives.
- Independent Contract Services: Math Night, Art Night, speakers, etc.
- Childcare for Parent Engagement: Supplemental contracts for classified staff to offer babysitting services, ensuring equitable access for families.
- 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, Parent Square, phone calls, Peach jar, social media, the school website, and the marquee, will be used to engage families.
- Translation services via Parent Square will ensure accessibility for all.
- On-demand interpreter tools for parent meetings.
- 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.

Professional Learning

Describe Professional Learning related to this action.

- Teachers will participate in professional development focused on:
- Building Thinking Classrooms instructional practices
 - Strengthening math discourse and student reasoning
 - Focused professional learning on foundational skills to develop the Numbers and Operations domain.
 - Using formative assessments to guide instruction
- Lincoln Elementary will continue to partner with Fresno County Superintendent of Schools math coaching to support the implementation of these practices.

Progress Monitoring: Outcomes

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Expected Changes in Knowledge and Learning: • 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. Measurement & Monitoring: • 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. TSI SCHOOLS District Support: • CSI/TSI District Guiding Coalition Team • Root cause analysis support • Priority Action and Implementation • CSI Manager/Fresno County • Instructional Superintendent support • Budget and Plan compliance and development support	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shaped Behaviors: • 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. Measurement & Monitoring: • iReady will track growth across the school year. • IAB data will be reviewed for grades 3-6 to determine progress toward closing the distance from standard. • Walkthrough and Observation Data will track instructional effectiveness and student engagement. • Monitored by: PLC teams, instructional leadership team, and administration.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Ultimate Impact: • 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. Measurement & Monitoring: • 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		64,285.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings **Budget lines for personnel include salaries and related benefits	1,301.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies **No Food or Incentives**	2,448.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats, Learning Cycles, Observations, SST Meetings, Planning **Budget lines for personnel include salaries and related benefits	29,843.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts, Special Projects, Tutoring **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Site Licenses	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies. Student Incentives. Staff Culture.	56,558.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease for Copiers and Printers	27,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Equipment Repairs	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Learning for Teachers	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Tutoring support for academic intervention.	15,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs **Budget lines for personnel include salaries and related benefits	3,582.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translation for Parent Conferences G1A1-A2 **Budget lines for personnel include salaries and related benefits	2,600.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Engagement & Connectedness, Student Connectedness **Budget lines for personnel include salaries and related benefits	18,200.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	12,270.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		17,391.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,644.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	2,395.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Tutor support for Newcomers and EL Support	16,000.00
G1A2	Sup & Conc	Instruction	Travel			: Travel Costs for Conferences and Professional Development	3,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

\$311,653.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Health & Wellness

Lincoln Elementary will implement a comprehensive attendance improvement plan to reduce chronic absenteeism and increase student engagement in learning. The plan will focus on strengthening attendance monitoring systems, increasing family outreach, and recognizing positive attendance behaviors.

Goal: By June 2027 ABC Elementary will decrease the distance from meeting standards in ELA from -94.8 to -79.8 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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 tools such as SecondStep, *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.
- Parent communication through phone calls, letters, and meetings
- Home visits conducted by the Home School Liaison
- Early intervention for students with repeated absences

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 provide mentoring and social-emotional support.
- SEL Staff assist students with relationship-building 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.
- Referral to SARB when necessary

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 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?

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):

Our Homeless student group had a chronic absenteeism rate of 78.8% in 2024 and 69.4% in 2025.

African American (AA):

Our African American student group had a chronic absenteeism rate of 43.1% in 2024 and 40.8% in 2025.

- Behavioral & SEL Support from the Tier II Intervention Specialist and the SEL Mentors
- Mileage for HSL for home visits.
- SEL Mentors
- 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):

- HSL, Tier II, and SEL Mentors will have meetings and check-ins with students and families.
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

The school will strengthen family engagement through:

- Parent workshops highlighting the importance of attendance
- Family engagement events and school activities
- Increased communication with families regarding student attendance

Professional Learning

Describe Professional Learning related to this action.

Partner with Parent University for parent resources, learning, and awareness about the importance of daily attendance.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 in chronic absenteeism rate monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, HSL, and CCT Team.

TSI SCHOOLS District Support:

- CSI/TSI District Guiding Coalition Team
- Root cause analysis support
- Priority Action and Implementation
- CSI Manager/Fresno County
- Instructional Superintendent support
- Budget and Plan compliance and development support

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 in chronic absenteeism rate by semester compared to last year by 1%.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, HSL, and CCT 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.

Achieve and maintain an absenteeism rate of 20.0% or lower.

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher.

Outcomes monitored by Admin Team, HSL, and CCT Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rate

Action Details

Health & Wellness

Although Lincoln Elementary maintains a relatively low overall suspension rate currently at 0.9%; disparities exist among certain student groups. Current suspension rates for African American students are 10.4% and 9.8% for students experiencing homelessness. To address this disparity, Lincoln Elementary will continue strengthening proactive behavior supports, social-emotional learning opportunities, and early intervention systems to ensure all students receive the support needed to remain engaged in school.

Goal: By June 2027 Lincoln Elementary will decrease the suspension rate from 1.6% to 1.0% as measured by the Comprehensive School Performance Report.

Direct Instructional Services

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:

- 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).
- Weekly raffles using Lincoln PAWS Tickets for positive behavior
- Student of the Month incentives
- Cool-down areas

Tier 2:

- Check-In/Check-Out mentoring system with SEL staff.
 - set behavior goals
 - monitor progress
 - provide encouragement
- Mentoring support from outside contractors for students needing additional guidance.
- Tier II Small Groups SEL Supports

• Tier II Focuses include:

- emotional regulation
- problem solving
- friendship skills
- conflict resolution

Tier 3:

- Ensure SST and Targeted Support Team (TST) referrals are processed in a timely manner.
- Home-School Liaison (HSL) outreach to build connections with families
- Implement structured intervention plans for students with repeated behavior concerns.
- Behavior Intervention Plans (BIPs)

Students receive:

- individualized behavior plans
 - specific interventions
 - regular monitoring
- Counseling and Mental Health Support - Referrals to All4Youth Services

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, 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?

African American (AA):

Homeless:

- Materials for Tier II small group intervention
- Teacher academic planning time
- Certificated tutor

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

African American (AA):

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?

African American (AA):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parent Workshops

- Helping children develop self-regulation skills
- Supporting positive behavior routines at home
- Understanding school expectations and discipline policies
- Strategies for supporting children experiencing frustration or academic challenges

- Positive Parenting Strategies
- Helping Your Child Manage Big Emotions
- Building Strong School Attendance and Habits
- Supporting Homework and School Success

Family Communication

Increase communication with families when behavior concerns arise.

- Early parent meetings before behavior escalates
- Behavior check-ins with families
- Weekly communication for students needing additional support

Increase positive engagement with families

- Family engagement nights
- Parent-teacher conferences focused on behavior goals
- Family celebrations recognizing positive student behavior

Professional Learning

Describe Professional Learning related to this action.

Training teachers to recognize when behavior may be connected to:

- trauma
- stress
- homelessness
- family instability

Restorative Practices Strategies

- Restorative conversations
- Repairing harm between students
- Conflict resolution strategies

De-escalation Strategies

- how to respond when a student becomes dysregulated
- strategies to calm situations before they escalate

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate 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.

TSI SCHOOLS District Support:

- CSI/TSI District Guiding Coalition Team
- Root cause analysis support
- Priority Action and Implementation
- CSI Manager/Fresno County
- Instructional Superintendent support
- Budget and Plan compliance and development support

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 .5%.
- 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 1.00% 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Equitable Access

Lincoln Elementary will continue to augment music and Arts Education with the Art and Music program we have started for whole-child development, reinforcing academics through creativity, performance and critical thinking.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Classroom Materials and Supplies will be purchased to support music and art.
- Materials and Classroom Supplies needed for production and performances.
- Curriculum materials that align with standards.
- Designated classroom integration times.
- Technology and structural improvements for performances and expanding Arts Integration.

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.

Optional - Not required to speak to this section for Prop 28.

Student Groups

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased through various family engagement events like:

- Art Night
- Deck the Halls
- Back to School Night
- Open House
- Concerts

Professional Learning

Describe Professional Learning related to this action.

Optional - Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Increased Student Engagement

- Students show enthusiasm, participation, and joy in art-based learning.
- Measured by: Teacher observations, attendance, and student surveys.
- Monitored by: Art & Music teachers. Site administrators.

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.

Improved Student Focus and Self-Regulation

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by: Teacher observations, reduction in redirections and behavior incidents
- Monitored by: Music & Art 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.

Enhanced School Culture and Climate

- School fosters a positive, inclusive environment where the arts are valued and students feel a strong sense of belonging and pride.
- Measured by: school climate surveys, student attendance, and family engagement data
- Monitored by: Site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0310 Lincoln Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	2,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	1,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL	1,000.00
G2A2	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA Overages **Budget lines for personnel include salaries and related benefits	9,545.00

\$13,545.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0310 Lincoln Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0310	1110	1000	1110	Teacher-Regu	Tutor	T004	Cole, Linda	0.4375	G1A1		64,285.00
060	3010	0310	1110	2495	2960	Oth Cls-Supp					G1A1	Babysitting for Parent Meetings **Budget lines for personnel include salaries and related benefits	1,301.00
060	3010	0310	1110	2495	4300	Mat & Supp					G1A1	Parent Involvement Materials and Supplies **No Food or Incentives**	2,448.00
030	7090	0310	1110	1000	1120	Teacher-Subs					G1A1	Subs for Data Chats, Learning Cycles, Observations, SST Meetings, Planning **Budget lines for personnel include salaries and related benefits	29,843.00
030	7090	0310	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Contracts, Special Projects, Tutoring **Budget lines for personnel include salaries and related benefits	6,136.00
030	7090	0310	1110	1000	4200	Bks & Ref					G1A1	Site Licenses	5,000.00
030	7090	0310	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies. Student Incentives. Staff Culture.	56,558.00
030	7090	0310	1110	1000	5221	Travel					G1A2	: Travel Costs for Conferences and Professional Development	3,000.00
030	7090	0310	1110	1000	5631	Off Eq Lease					G1A1	Ricoh Lease for Copiers and Printers	27,000.00
030	7090	0310	1110	1000	5721	Direct Trans					G2A1	Transportation	2,000.00
030	7090	0310	1110	1000	5723	Direct-Maint					G1A1	Tech Equipment Repairs	5,000.00
030	7090	0310	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Professional Learning for Teachers	5,000.00
030	7090	0310	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	1,000.00
030	7090	0310	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Tutoring support for academic intervention.	15,000.00
030	7090	0310	1110	2100	1320	Crt Supr-Sub					G1A1	Admin Subs **Budget lines for personnel include salaries and related benefits	3,582.00
030	7090	0310	1110	2495	2260	Cls Sup-Sup					G1A1	Translation for Parent Conferences G1A1-A2 **Budget lines for personnel include salaries and related benefits	2,600.00
030	7090	0310	1110	2495	2960	Oth Cls-Supp					G1A1	Parent Engagement & Connectedness, Student Connectedness **Budget lines for personnel include salaries and related benefits	18,200.00
030	7090	0310	1110	3130	5211	Local Mileag					G2A1	Mileage for HSL	1,000.00
030	7090	0310	1110	3900	2920	Oth Cls-Sub					G2A2	NTA Overages **Budget lines for personnel include salaries and related benefits	9,545.00
030	7091	0310	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	12,270.00
030	7091	0310	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Arreguin, Stella	0.4375	G1A1		17,391.00
030	7091	0310	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Cisneros, Celia	0.4375	G1A1		18,644.00
030	7091	0310	4760	1000	4300	Mat & Supp					G1A1	Materials & Supplies	2,395.00
030	7091	0310	4760	1000	5899	Cons Svc/Oth					G1A1	Education and Leadership Foundation : Tutor support for Newcomers and EL Support	16,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,034.00
Sup & Conc	7090	\$190,464.00
LCFF: EL	7091	\$66,700.00
Grand Total		\$325,198.00

\$325,198.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$311,653.00
G2 - The Whole Child (SEL and Engagement)	\$13,545.00
Grand Total	\$325,198.00