

The Single Plan for Student Achievement

School: Abraham Lincoln Elementary School
CDS Code: 34-67439-6099808
District: Sacramento City Unified School District
Principal: Laura Butler
Revision Date: January 14, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Abraham Lincoln Elementary School is committed to the development of the whole child by embracing our students' cultures, providing a classroom community conducive to learning and creating a standards-based, data-driven environment in which each student will achieve success and become a productive individual in our global community.

At Abraham Lincoln we will:

- provide high quality standards-based rigorous first instruction in Language Arts, Mathematics, Social Studies, Science, Art, Music, and Physical Education
- make classroom instruction relevant for the students
- provide intervention and extension when necessary
- have high expectations of all students
- encourage critical thinking and problem solving
- continue to participate in professional development opportunities
- participate in Instructional Rounds
- collaboratively plan and analyze student work
- give all students access to the school library and technological resources
- provide students with the necessary materials to learn at high levels
- provide students with opportunities to build background knowledge and connections to the curriculum
- provide a safe and inviting learning environment for all students to which they feel connected
- encourage respect, responsibility and personal growth
- provide opportunities for family members to be engaged in the school

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	696	739	740
African American	649		
American Indian			
Asian	836		
Filipino			
Hispanic	680		
Pacific Islander			
White	712		
Socioecon Disadvantaged	691		
English Learners	690		
Students w/ Disabilities	530		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: 2

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	5	2	9	7	32	12	55	22
1	1	4	3	12	12	46	7	27	3	12	26
2			4	14	11	38	10	34	4	14	29
3			6	26	6	26	9	39	2	9	23
4	1	6	4	22	10	56	3	17			18
5	1	5	11	55	7	35			1	5	20
6			7	54	5	38	1	8			13
Total	3	2	36	24	53	35	37	25	22	15	151

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	139	139	139	139	139
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	139	167	25		
# Met AMAO	91	34	--		
% Met AMAO	65.5%	20.4%	--		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	130	130	130	130	130
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	130	138	26		
# Met AMAO	60	21	--		
% Met AMAO	46.2%	15.2%	--		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	122	122	122	122	122
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	122	117	31		
# Met AMAO	59	19	17		
% Met AMAO	48.4%	16.2%	54.8%		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	696		690		691			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		7.90%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.77%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	1.7							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			5.3%					
	API	Maintain: ALL, EL, SES until API is revised	696		690		691			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$97,748	0.00
LCFF LEP	\$33,294	0.00
LCFF F/R	\$125,296	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #1:
Improve achievement by providing high quality rigorous first instruction, social-emotional supports, intervention/enrichment, common planning and professional development for staff.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Staff will look at student work and data.
Parent Engagement Activities Related to this Goal:
Share information at SSC, ELAC, family nights, in newsletters, parent conferences, and parent education sessions.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Improve the academic achievement of students.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
School-wide participation in the Instructional Rounds model to increase student learning.	Teachers Principal SCOE Substitute teachers	SCOE support	Title I Part A: Allocation	4800	All	Classroom observations Common Planning Time Release time Student work/data Staff bulletin
		Substitutes	Title I Part A: Allocation	6700		
		Materials	Title I Part A: Allocation	500		
All staff will receive professional development and will fully implement Common Core Standards (including any new or supplemental board approved materials).	Teachers Principal SCOE Training Specialists	Professional Development	LCFF F/R	4000	All	Classroom observations Common Planning Time Lesson Objectives District training sessions Student work/data
		Substitutes	Title I Part A: Allocation	6700		
		Materials/Resources	LCFF F/R	4000		
Staff will continue professional development to fully implement Writing and Reading Workshop. Staff will purchase materials to be used in whole group and small group instruction.	Teachers Principal Leadership team Training Specialists	Materials/Resources	LCFF F/R	6000	All	Classroom observations Lesson Objectives Common Planning Time
		Professional Development	LCFF F/R	3000		
Staff will participate in release time for collaborative planning. Lesson study/peer observation will be available for willing participants.	Teachers Principal	Materials/Resources	LCFF F/R	2000	All	Classroom observations Lesson objectives Peer observation notes Training specialist notes Student work Classroom newsletters
		Substitutes	LCFF F/R	9000		
All teachers will use formative assessments to guide instruction and interventions.	Teachers Principal	Library Media Tech	Title I Part A: Allocation	36034	All	Student work/data CPT agendas and

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Targeted interventions and/ or enrichment will be provided for students. Interventions may include: extended day, computer assisted interventions, supplementary materials to be used in small groups, etc.	Library Media Tech Instructional Aides	Instructional Aides Margarita & Maria	Title I Part A: Allocation	33809		notes Classroom observations SST meeting notes
		BIL Aide	LCFF LEP	33294		
		Intervention - Dawn	Title I Part A: Allocation	5000		
		Materials/Resources	LCFF F/R	8205		
		Extended day	LCFF F/R	6000		
Students will have the opportunity to participate in academic learning opportunities off campus as well as assemblies at school.	Teachers Principal	Field Trips/Assemblies	LCFF F/R	12000	All	Student work
Utilize support from the Student Support Center (individual student mentoring, social skills groups, etc.) to address factors that impact student learning.	Coordinator Social Worker Principal	Support	LCFF F/R	45000	All	SST meeting notes School newsletter Meeting notes from principal/coordinator or meetings
		Materials	LCFF F/R	1791		
Staff will receive professional development and implement SEL (Social Emotional Learning) school-wide.	Student Support Center Teachers Principal	Professional Development	LCFF F/R	2000	All	Classroom observations Award assemblies Monthly assemblies Teacher surveys
		Substitutes	LCFF F/R	1500		
		Materials	LCFF F/R	2000		
Continue monitoring school safety and technology needs (e.g purchase Mac Books and/or iPads to replace damaged ones, doc cameras, projectors, bulbs)	Principal SSC	Technology	LCFF F/R	10000		
Purchase books for the library and classroom.	Principal Library Media Tech	Books	LCFF F/R	4000		

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
SCHOOL GOAL #2:
Welcome and engage families in meaningful school activities.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent surveys and tracking participation rates.
Parent Engagement Activities Related to this Goal:
Listed in the actions below
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Classroom newsletters will go home at least monthly and will include academic information and expectations of proficiency.	Teachers Principal	Materials	Title I Part A: Allocation	500	Copies of newsletters
		Translation	Title I Part A: Allocation	200	
Continue monthly family activities (Spring Carnival, Literacy Night, Math Night, Game Night, Art Night, Variety Show, PTA dance, etc.)	Teachers Principal	Teachers	LCFF F/R	1600	Sign in sheets
		Translation	Title I Part A: Allocation	200	
Implement parent workshops (such as the Parent Leadership Project, bullying workshops, etc.)	Principal FACE office Teachers	Teachers & Translation	Title I Part A: Allocation	1000	Sign in sheets
Continue awards assemblies and activities to recognize student achievement, attendance, citizenship, SEL competencies.	Teachers Principal	Supplies	LCFF F/R	2000	Invitations to parent s for assemblies List of awards winners
		Postage/Duplication	Title I Part A: Allocation	900	
Take Your Parent to School Day & Parent Picnic Day	Principal Teachers	Supplies	Title I Part A: Allocation	1405	Sign in sheets
Translation will be available for parent conferences and at parent nights when possible.	Principal Bilingual Aides	Translation	LCFF F/R	1200	
Staff will participate in the Parent Teacher Home Visit Project as part of SEL implementation school-wide.	All staff	Teacher stipend Training			

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	125,296.00
LCFF LEP	33,294.00
Title I Part A: Allocation	97,748.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	247,333.00
Goal 2	9,005.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laura Butler	X				
Tracey Brown		X			
Angela Francis		X			
Colleen Devine		X			
Margarita Zarate			X		
Jazelle Sampson				X	
Aaron Sampson				X	
Maribel Ruiz Rosillo				X	
Janell Lopez				X	
Jessica Torres				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 14, 2015.

Attested:

Laura Butler

Typed Name of School Principal

Signature of School Principal

Date

Aaron Sampson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications: