Lincoln Elementary School

Handbook

The Path to Higher Learning

Starts Here!

2017-2018

Lincoln Elementary Handbook
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Professional Expectations

During this school year, let's keep in mind my expectations to insure that our students get the best possible education we can give them.

You should continue to:

- Demonstrate honesty and courtesy when dealing with all members of the school community and maintain an accurate flow of communication.

- Set high expectations for yourself and your students and actively work to meet those expectations.

- Develop appropriate lesson plans that teach specific objectives, in a sequential manner.

- Provide a challenging, exciting and fun curriculum by the implementation of the K-5 District Expectancies & State Standards.

- Develop small groups in the various curriculum areas that are based upon similarity of need.

- Maximize the utilization of instructional time by insuring that students are continuously "on task".

- Develop a classroom discipline plan that is reasonable and fair. Be consistent in its application.

- Maintain a classroom physical environment that is orderly, clean, and reinforce the goals and expectations you have for your students.

- Utilize effective lesson design – vary your instructional techniques.

- Be punctual in your assigned responsibilities such as meetings, reports, etc.

- Be sure to integrate classroom experience to the real world.

- Expect and accept only quality work in all areas of the curriculum.

- Provide frequent monitoring of students progress with an established monitoring-of-students system (i.e. grade books).

- Provide ongoing opportunities for student self-esteem.

- Strive for communication and parent involvement in the education of our students. Actively seek parent participation in your classroom.

- Provide incentive awards for perfect attendance, citizenship and academic achievement.

- Utilize the Board Policies and SAEA/CSEA/District Agreement as the foundation for professional behavior.

SAUSD Teacher Job Description

BASIC FUNCTION:

Under the direction of the Principal, plan, organize, present, and evaluate, a program of meaningful instruction to pupils in areas assigned and carry out other assigned related duties necessary to the successful operation of the school.

REPRESENTATIVE DUTIES:

Meet and instruct those classes and pupils assigned in the location and at the time designated. E

Develop and maintain a class environment conducive to effective learning. E

Show evidence of daily preparation in classes assigned. E

Assist pupils to set and maintain standards and follow acceptable normative rules of behavior. E

Apply a wide variety of instructional techniques and instructional media applicable to individuals or groups of pupils of varying capabilities identified by valid analysis. E

Implement by instruction and action-efforts the district's school and class identified goals and objectives. E

Take necessary precautions to protect pupils, equipment, materials and school plant. E

Utilize assigned on-campus preparation periods for lesson planning, evaluation of pupils, conferencing or curriculum development. E

Provide for a system of continuous evaluation of pupil progress consistent with established instructional objectives, district policy and state/district standards. E

Maintain accurate and correct records as required. E

Uphold and enforce school rules, Administrative Regulations, Board Policies, Title V and the Education Code. E

Make provision for educational service to pupils and parents outside the instructional day. E

Assist the administration to maintain open lines of communication and curricular progress by participating in meetings called for these purposes. E

Cooperate with other members of the staff in planning the educational objectives for the pupils. E

Plan for and direct the activities of classified personnel assigned to assist in the educational program.

Implement appropriate curriculum instructional goals and objectives that meet the needs of all students. E

Assist in the selection of books, equipment and other instructional materials within the school or department. E

Accept fair share of responsibility for co-curricular activities as assigned.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF :

District and state standards

District and state assessments and other multiple measures

Effective instructional strategies and techniques

Effective curriculum instructional materials

Social, cultural, linguistic diversity of district, city and communities

ABILITY TO:

Organize and plan.

Communicate effectively orally and in writing.

Work effectively with administrative and teaching staff.

Meet schedules and timelines.

Work collaboratively and effectively with parents and community.

Perform the essential functions of the job.

EDUCATION AND EXPERIENCE:

Any combination equivalent to Bachelor of Arts/Science degree from an accredited institution

LICENSES AND OTHER REQUIREMENTS:

Valid California teaching credential

WORKING CONDITIONS:

ENVIROMENT:

Classroom environment.

PHYSICAL ABILITIES:

Hearing and speaking to accurately exchange information and make presentations

Seeing to read a variety of materials and monitor student work

Dexterity of hands and fingers to write and operate instructional equipment

Bending at the waist, kneeling or crouching to assist students

Sitting or standing for extended periods of time

Lifting or moving objects, normally not exceeding thirty (30) pounds

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Board Approved: (9/84) 5/01

LINCOLN ELEMENTARY SCHOOL

Staff Assignments

2017-2018

Grade	Teacher	STUDENTS	Room Number
PRE-SCHOOL (Mitchell CDC)	MENDOZA, ESKAYLA	13	32
PRE-SCHOOL (ECEC)Blended	CAMACHO, ELSA	3	61
PRE-SCHOOL (ECEC)	GARCIA	48	62
PRE-SCHOOL (ECEC)	OPEN	48	64
Early/Late Bird TK YR 1	KRUSE, TRACY (SIMON)	26	21
Early/Late Bird TK YR 2	VIQUE, ELAINE	27	22
Early/Late Bird K -SEI	MORALES, PETER	30	31
Early/Late Bird K -SEI	JOHNSON, LESLIE	30	33
Early/Late Bird K -SEI	OPEN	29	34
1ST SEI	BAKER, JEANNE	29	136
1ST SEI	GUERRERO, MARIA	28	132
1ST SEI	LOPEZ, EDITH	29	135
1ST /2ND SEI	LOPEZ, MARCELA	12-1st/ 16 2nd	131
1ST SEI	PEREZ, JANETTE	29	135
2ND SEI	CERRI, AMY	30	124
2ND SEI	JIMENEZ, MARIA	30	121
2ND SEI	QUINTERO, REBECCA	29	130
2ND SEI	STERLING-MILLER, CATH	30	125
3RD SEI	JOSLIN, KIM	33	222
3RD SEI	VILLAVERDE, ELAINE	32	224
3RD SEI GATE	MENDOZA, STEPHANIE	32	128
3RD SEI	ROMEO, ANGELICA	33	129
4TH SEI	EASTMAN, JUDITH	30	223
4TH SEI GATE	LUND, ELIZABETH	30	225
4TH SEI	PEREZ, ALBERT	30	229
4TH SEI	RENZAS, ELLEN	31	227
4TH SEI	WAGSTAFF, VERONICA	31	230
5TH SEI	CARROZZA, ROYANNE	32	219
5TH SEI	CASTELLANOS, XAVIER	33	216
5TH SEI	DOMINGUEZ, NIEVES	33	215
5TH SEI	ROBERTS, WADE	33	218
5TH SEI GATE	YUSSOF, ADAM	32	214
SPE ED. MM ITINERANT	SUMNERS, KATHRYN	14	126
SPE ED. MM ITINERANT	HERMOCILLO, DANA	17	126
K-2 SPEC ED. MM	BARRAGAN, RUBY	16	123
K-5 SPEC ED. MM	GONZALEZ, MARIA	18	127
3-5 SPEC ED. MM	BUSSJAEGER, JERRY	17	122
SUCSESS K-2	NEWMAN, HEATHER	8	54
SUCSESS 3-5	MARTINEZ, JULIANA	8	53

REVISED 7/26/17

Lincoln Elementary
Teacher Expectancies

Staff, parents, and students will strive to grow together to better meet the needs of our students. The following teacher expectancies have been developed to share and communicate the vision for Lincoln Elementary School.

Uninterrupted Language Arts and Math Block: Daily directed teaching should take place when delivering instruction. Language Arts instructions should begin no later than 8:10 a.m. and continue until recess. Math instruction should also be an uninterrupted block of minutes as required by the District per grade level. The ultimate goal is to have an integrated curriculum.

Reading: To encourage and support ROAR (Read On Achieve Results), teachers at Lincoln will employ a variety of instructional strategies to emphasize the integration of the following reading components: phonemic awareness, phonics, spelling, grammar, reading comprehension and listening skills. The relationship between reading, writing, and spelling, and listening will also be emphasized content related "Academic language/vocabulary" is a priority for all grade levels materials such as "building vocabulary" is available.

The reading program at Lincoln will consist of daily teacher-directed instruction utilizing the following programs/materials:

1. Open Court Reading 2002 by SRA-McGraw-Hill
2. District created Units of Study

Students will also receive additional support through differientiated, small-group instruction by classroom teacher, co-special ed. teacher and computer based reading programs such as Lexia, Smarty Ants through grade-level appropriate literature, and through supplemental ELD materials by Ballard & Tighe.

Writing: The writing process at Lincoln will entail daily practice in the form of Journals, Proofing (daily language practice), and activities correlated with the reading series. Teachers will also guide students through the steps of the writing process utilizing the District's writing curriculum which systematically addresses the different writing domains and genres.

Math: The math program at Lincoln will consist of daily teacher-directed instruction that will challenge students to explore mathematical concepts in depth. Teachers will prepare students for real-life situations requiring mathematical skills. Activities and lessons will be designed to address the skills specified in the Math Expressions Program, California Math Standards & District expectancies. Students' mathematical knowledge will be reinforced through the integration of tapping prior knowledge, guided practice, the use of manipulatives, direct skill development, and computer based program such as ST Math and the learning of specific facts and problem solving strategies. In addition, parents will receive training so that they too may facilitate their child's understanding and growth in mathematics.

Social Studies / Science: Upon adoption of the new social history / studies series, teachers will utilize the text and accompanying maps and visuals as the core of the program. Content student areas will include: knowledge, cultural understanding, social participation, democratic understanding, and civic values. Students will be taught to design maps and graphs, create timelines, structure outlines, write factual reports, and utilize technology to prepare classroom individual / group presentations. Students will also have access to associated fiction and non-fiction literature. Field trips will also reinforce the history / social studies curriculum.

Science: Teachers at Lincoln will utilize the District adopted McGraw Hill Science Program along with Project Foster to facilitate the implementation of new support NGSS. Accompanying maps, visuals and resource materials are also used with the core program as the core of the program in addition to teacher-created and/or published science materials. Students will be encouraged to formulate hypotheses, make investigations, and arrive at informed conclusions through a variety of whole-class, cooperative group, and individual activities. Integration of science with other curricular areas will reinforce scientific concepts. Field trips will also reinforce the science curriculum.

Technology: The Computer Lab and individual student devices will be utilized to reinforce the core curriculum through a variety of activities such as: word processing, ELD support, Internet research, preparing presentations, extra-curricular clubs, and parent computer classes.
Technology Based Student Support Programs:

- ST Math
- AR
- MyOn
- Lexia
- Smarty Ants

It is imperative that all teachers at all grade levels use these programs both in school and at home weekly to differentiate instruction for purposes of promoting academic growth. SSC will monitor the participation rates for future funding.

Individual Teacher Classroom Funds
This year, our SSC approved $25 per student to be used for direct student services.
Funds are restricted to the following:

- Release of classroom teacher, to administer individual student assessments, purchase of classroom, instructional materials/supplies, education field trips, technology (printer,Ipads,etc), teacher release for goal conferences with parents and students.

Please note use of funds for clerical tasks are not permitted ie. cums. Please see Edna or Jackie if you have any questions.

Arrival and Dismissal Time: Students should arrive no earlier than 7:15 a.m. Students should line up on their classroom number lines. Teachers should start for the blacktop to pick up children when the bell rings at 7:55 a.m. Students should be in their seats and ready for instruction at 8:00a.m.

School Lunch: No food is to be taken from the lunch area by anyone. The free school lunch program is a federal program and we are responsible for the distribution of food. Even if parents pay for the food, if it is a school lunch, they cannot take it from the lunch area.

Classroom Parties: **PARTIES ARE NOT ALLOWED** during instructional time. Please see Edna or Jackie for prior approval.

LINCOLN ELEMENTARY SCHOOL 2017-2018

First Week of School Checklist

1. Be in your area by 7:50 a.m. on opening day.
2. Teach class how to line up to enter classroom. Remember to get to your line at/or before they line up. Children waiting tend to disregard school rules.
3. **Take roll on AERIES.net and on list and send to the office by 8:30 a.m. On paper list, highlight all present students (Do not mark anything for students who are not present).** Please do not accept any pupil in your class unless he/she is on your class list or you have an admission slip/placement form from the office.
4. Go over Assertive Discipline and Post Classroom Discipline Plan, Attendance Plan (We Beat The Bell) and Homework Policy. Send these plans and policies home. Please ensure that parents sign and return them. Submit a copy to Mrs. Velado and Mrs. Ochoa by August 23, 2017.
6. Post and review
   ☐**Engagement Strategies poster,** ☐**Data Wall** ☐**Williams Compliance Poster**
   ☐**Instructional Focus Statement** ☐**Daily learning goals/objectives** ☐ **Emergency Evacuation Procedures**
7. Review Uniform Policy with students.
8. Practice Fire and Earthquake Drill. Check evacuation route on the map in your classroom.
9. **Walk grades K - 1 to the restroom and teach proper restroom use.**
10. Constantly reinforce waiting and walking quietly in the hallways and staircases.
11. Students should be encouraged to use restroom at recess and lunch times only to cut down on the students wandering through the halls.
12. Be sure students have **passes** with them whenever you dismiss them from the room to the restroom, library, office, etc. Students sent to nurse's office must have a note. If sending a student to the office for any reason please send them with a note.
13. Walk students to playground area at recess and to the lunch line at lunchtime. Be sure children walk, not run out of the building. Show students the route to the **lunch** area. Also grade level teams walk students to designated dismissal gate (Willits or Front Office) ensuring student supervision at all times.
14. Review Discipline Matrix lunch rules with your students. Review respect for activity supervisors.
15. **First graders should be reminded not to go home after eating lunch as they did in Kindergarten.**
16. Williams Review – Please complete the **Williams checklist**. Due to Jackie by **August 18th, 2017**
17. Write "SAVE" on chalkboard/whiteboard for work you want left for the next day.
18. If you want tables cleaned, be sure not to leave objects in/or on these areas that evening.
19. Please stack chairs and place trash cans by the door every day.
20. Please do not leave your classroom unattended for any reason. Call the office if you have an emergency. **DO NOT LEAVE STUDENTS IN THE CLASSROOM WITHOUT SUPERVISION.**
21. **Students SHOULD BE REMINDED THAT THEY WILL NOT BE ALLOWED TO USE THE PHONE IN THE OFFICE, UNLESS IT IS AN EMERGENCY; THEY MUST MAKE ARRANGEMENTS WITH THEIR PARENTS AHEAD OF TIME TO BE PICKED UP AFTER SCHOOL. Everyone must wait at least 15 minutes before they are allowed to use the phone.**
22. A copy of all parent notices going home are to be cleared by Edna or Jackie. Please plan ahead any correspondence going home to allow time to submit and receive approval.
23. Keep in mind copyright laws for viewing movies, videos, DVDs, etc. All videos are to be approved by Edna. They should be tied in with your lesson and written in your lesson plans. Don't show the entire video in one day.
24. Lesson plans are to be turned in to **Karen Buckley** by 4:00 on Fridays or emailed by Saturday PM. (Karen.Buckley@sausd.us)
25. Bulletin boards in the classroom must be standards based and include student work in the following areas: Data wall, Writing, Language Arts, Word Walls, Math, Content, Art. Student generated work should be from the current month. Don't take down a board until you're ready to put one up.
26. Remember students can only be kept 20 minutes after school without parental notification. Anything over 20 minutes requires parental notification and approval.
27. Teachers must remain with their classroom during computer and library time.
28. Initial in and out each day on the office roster list, located in the Staff Dev. room

Getting off to a good start helps to ensure a successful year! **READY, SET, LET'S GO!**

Attendance Accounting Procedures Handbook for Teachers

2017-2018

Teacher Login Directions for Aeries.Net

1. **Username Format:** Employee ID

   E.g. Employee ID: 012345

   User Name would be **012345**

   Please note that your ID is six digits, if it does not have a zero in front of it, add a leading zero. Example: 12345 would be 012345

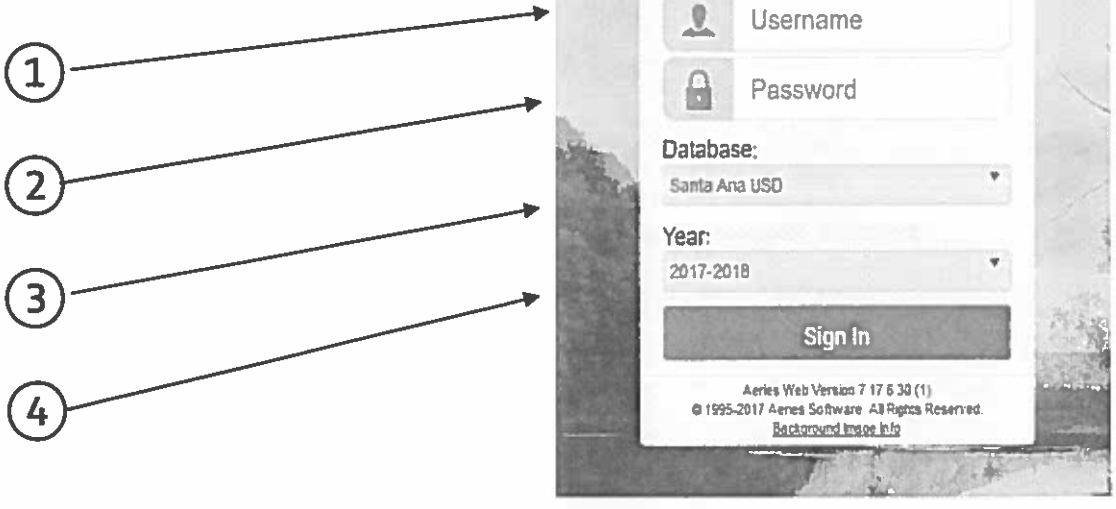
2. **Password Format:**

   First initial first name
   First initial last name
   Birth day
   Birth year
   Last digit of your Social Security Number

   Example: Tom Hanks, born 5/08/81, last digit SSN 3

   Password would be: **th08813**

3. **Database: Santa Ana USD**
4. **Year: 2017-2018**



Absence Code	Absence Code Title	Type of Absence	ADA	Definition of Absence Code
(A)	Absent Unverified	Unverified Absence	NO	Absence initially recorded as unverified until the reason for the absence can be determined by a District employee designated to make such absence verification.
(H)	Health Appt.	Excused Absence, Verified	NO	Verified full day appointment with Health Care professional during school hours; For example, appointment with doctor, dentist, optometrist, chiropractor and therapist.
(I)	Illness	Excused Absence, Verified	NO	Excused absence due to student's illness, and/or injury reason.
(J)	Personal, Justifiable Absence	Excused Absence, Verified	NO	Personal justifiable absences pursuant to EC 48205. Includes Funeral Service (for someone who is not a member of the immediate family member), Jury duty, quarantine, teen parent to care for sick child, student needs to appear in court/probation/legal appt., Religious holiday/ceremony/retreat (1 day per semester) and/or Employment Conference. **Personal reasons requested by parent or guardian approved by parent or guardian approved by Principal.**
(K)	Tardy	Unexcused Tardy (1-30 minutes late)	YES	Unexcused tardy less than 30 minutes. Not subject to Truancy Law.
(L)	Tardy	Excused Tardy, Verified	YES	Excused tardy which is not subject to Truancy Law. (Late arrival due to student' s medical appointment or illness).
(P)	Present	Not Absent	YES	Student is present in class.
(U)	Unexcused	Unexcused Absence, Verified	NO	Parent did not provide explanation that complied with EC 48205 and District Board Policy and/or other means were used to determine absence was unexcused. Any absences other than Absences listed above in Personal "J" Justifiable.

ATTENDANCE PROCEDURES (RESPONSIBILITIES & VERIFICATION)

EVERY School Day:
Call roll from the AERIES-net. If a students name does not appear on AERIES; NOTIFY office immediately in writing by sending a list of names. If you have a student that does not belong to your class please keep student in your classroom and call office until further notice. If the name of a student is in AERIES and the student is not present, keep marking absent until he/she shows. If you verify a reason for no show or reason for leaving let office know immediately.

AERIES Attendance:

*Take attendance 1st thing in the morning by 8:30 a.m.
*If student is present you do not need to mark anything except SAVE
*If student is absent: Mark A for Absence unless you have already received a note from office or parent regarding absence then mark appropriate reason.
*If you get absence notes from student, please be sure to send it to the office that same day, Be sure to have complete student name/last name, absent date and parent signature. Please write your name on the note. Do not keep the notes in the classroom and send them a month later. Remember, we have to send a attendance report every month to PSS
*If you need to update or change a date please, notify office staff.
*If a student is late: Mark the appropriate code. Refer to next page for codes. Be sure that when the student is late he/she needs to stop by the office to get a tardy slip. Office staff will change the code in Aeries, from absence to tardy.

K – means late under 30 minutes
L – means late for medical reasons, ill or doctor's appointment.
Y – means late over 31 minutes

New Students

- ✓ **DO NOT ADMIT any student without a placement form.** Copy of form will be placed in your box.
- ✓ If student's name does not appear on Aeries **notify office immediately** to ensure proper enrollment and attendance.

Leaving Students

- ✓ **BE SURE** to notify parents to contact the office when a student is leaving or will be out for more than 5 days.

When in doubt, CALL the office.

If the office obtains verification of an absence by telephone or otherwise, that message will be placed in your mailbox.

REMINDER: We are audited every year and it could be your class or student's that might be chosen. **Please make sure all notes for absences contain (student's complete name, date of absence, reason for absence and parent signature).** We must attach all notes weekly to the Teacher Sign Off sheets. All records are stored for 5 years.

●Please give students incentives or consequences for not having absence notes in a timely manner. Thank you.

Guidelines

- Report to the office **IMMEDIATELY** any disappearance of a child during the school day
- No child is to be excused for the purpose of leaving the school grounds at any time without written permission from the office.
- **NEVER** let anyone, even a parent, take a child out of your classroom or school unless they have a release slip from the office
- When a child has been absent, please let office staff to contact the home to verify the reason for the absence daily. If a pattern persists, please fill out a home call referral form so that additional home contact can be made. Home call referral slip must be turned in to Cathy's box.

Final Note: *Teachers, your attendance roster is the budget. Please keep the attendance up to date on a DAILY BASIS. You are responsible for verifying absences.*

TEACHER RESPONSIBILITIES (BOARD POLICY 4118)

1.0 THE TEACHER HAS THE PRIMARY AND BASIC RESPONSIBILITY FOR MOTIVATING EACH STUDENT TO ATTEND HIS/HER CLASS AND SHALL TAKE POSITIVE ACTION TO BRING THIS ABOUT. THE PRINCIPAL SHALL ASSIST THE TEACHER IN IMPLEMENTING THE ATTENDANCE PROGRAM FOR HIS/HER CLASSROOM, INCLUDING INFORMING STUDENTS OF RESPONSIBILITIES FOR ATTENDANCE AND CONSEQUENCES OF NON-ATTENDANCE.

1.1 EACH TEACHER SHALL ACCURATELY RECORD AND REPORT STUDENT ATTENDANCE IN EACH CLASS DAILY AND ASSUME RESPONSIBILITIES FOR COMMUNICATING WITH PARENTS ACCORDING TO THE ESTABLISHED DISTRICT AND SCHOOL PROCEDURES.

1.2 THE TEACHER... SHALL CONTACT THE PARENTS OR GUARDIAN REGARDING STUDENT ABSENTEEISM.

1.3 TEACHER SHALL DOCUMENT ACTION TAKEN BY THEM TO ENCOURAGE AND IMPROVE INDIVIDUAL STUDENT ATTENDANCE.

We Beat the Bell!

Purpose: To encourage daily attendance and punctuality for every Lincoln student.

How it works: Class receives a "We Beat the Bell" banner. When 100% of the class is present and on time (including the teacher), a letter is colored and date is written.

When all the letters and the exclamation mark have been filled in (14 total), please return the banner to Mrs. Ochoa. Banners will be spot checked against roll books and most prizes and certificates will be issued on Fridays.

- Please return banners to Mrs. Ochoa's mail box and *indicate the number of times* you have beaten the bell (e.g., 1st, 2nd, 3rd, etc.)
- New banners will be available on Mrs. Ochoa's office door
- Free Dress Friday will be scheduled and students will receive a note home the week of the free dress day
- If you have done interventions, and a student continues to be late or absent, please talk to Mrs. Ochoa, so that the rest of the class is not penalized.
- Monthly attendance updates will be available for your review

Prizes

1st Banner = Free Dress Day	6th Banner = Erasers
2nd Banner = Pencils	7th Banner = Free Dress Day
3rd Banner = Popcorn Party	8th Banner = Pencils
4th Banner = Erasers	9th Banner = Popcorn Party
5th Banner = Free Dress Day	10th Banner = Pizza Party

Santa Ana Unified School District

Attendance Absence and Tardy Codes
2017-2018

Absence Code	Absence Code Title	Type of Absence	ADA	Definition of Absence Code
(A)	Absent Unverified	Unverified Absence	NO	Absence initially recorded as unverified until the reason for the absence can be determined by a District employee designated to make such absence verification.
(B)	School Business **(Secondary Schools)**	Non-absence Verified	YES	School activity or function under the control and supervision of a credentialed employee on a school day and during school hours on school campus. Also, used to record a student who is verified as on campus, the front office, counselor's office, principal's office and/or nurse's office.
(C)	Contract Completed Programs (IS & H/H)	Non-Absence, Verified	YES	Code to record Independent Study ADA or Home/Hospital credit reported by the supervising teacher after he/she evaluates the student's work assignments to the Office Manager/Attendance Technician. An Independent Study Contract may be used for a student(s) absent for more than 5 days.
(D)	Funeral	Excused Absence, Verified	NO	Funeral service of immediate family member not to exceed 1 day in state, 3 days out of state (EC 48205). "Immediate Family" shall be defined as mother, father, grandmother, grandfather, brother, sister or any relative living in the student's immediate household. (EC 45194). When beyond stated days limit or if not for immediate family member ***may qualify as Personal (J) absence when approved by school administration.*** Bereavement period should be coded as illness (I).
(E)	Expulsion Pending	Excused Absence, Verified	NO	Student suspended pending expulsion, off campus, restricted from school attendance.
(F)	Field Trip	Non-Absence, Verified	YES	School approved and sponsored field trip which occurred during the scheduled school day and/or school week and student is under the immediate control of a credentialed district employee.
(G)	Programs (IS & H/H) Assigned or Exclusion	Non-Absence Verified	NO	Code to initially record the beginning/ending dates reflected on the student's approved Extended Vac., Ind. Study Contract or Home/Hospital placement or exclusion due to lack of immunizations. No apportionment credit.

Santa Ana Unified School District

Attendance Absence and Tardy Codes
2017-2018

Absence Code	Absence Code Title	Type of Absence	ADA	Definition of Absence Code
(R)	ADA Recovery **WIN PROGRAM**	Non-Absence Verified	YES	Used to change an absence to recover ADA for students who attend **WIN Saturday School**. Student must be scheduled to attend 4 hours, but partial day attendance rules apply for ADA purposes. This should be an instructional day with student completing classwork.
(S)	Suspension	Excused Absence, Verified	NO	Student suspended off campus and restricted from school attendance.
(T)	Truancy Absence	Unexcused Absence, Verified	NO	Student who cuts school and is in violation of compulsory (truancy) law. Included on Truancy Notification Letter. **Education Code Section 48260(a)** defines a **truant** as "any pupil subject to compulsory full-time education or compulsory continuation education who is ***absent from school without a valid excuse three full days or tardy or absent more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant*** and shall be reported to the attendance supervisor or the superintendent of the school district."
(U)	Unexcused	Unexcused Absence, Verified	NO	Parent did not provide explanation that complied with EC 48205 and District Board Policy and/or other means were used to determine absence was unexcused. **After 3 attempts have been made to verify an absence, change absence to "Unexcused."** Any other absence not listed above in Personal "J" Justifiable.
(X)	TND Intervention Program PSS	Non-Absence Verified	YES	Per Pupil Support Services placement, student will be participating in the TND Intervention Program under the supervision and direction of a District Credentialed Employee.
(Y)	Tardy Truant	Unexcused Tardy, Verified (over 31 minutes)	YES	Unexcused tardy in excess of 30 minutes and subject to the Truancy Law (late arrival that does not comply with EC 48205)
(Z)	Saturday Make-Up	Non-Absence, Verified	YES	Used to change an absence to recover ADA for students who attend Saturday School. Student must be scheduled to attend 4 hours, but partial day attendance rules apply for ADA purposes. This should be an instructional day with student completing classwork.

CONGRATULATIONS!!!

Your Class Beat the Bell for the ___ time!

_____ Class is entitled to a Free Dress Friday on Friday, _____

Thank you for being at school ON TIME and ready to learn!

☐ **R**espectful
☐ **R**esponsible
☐ **R**esults Driven

Please remember to wear appropriate clothing. You *cannot* wear open toe shoes, tank tops, or shirts with sports logos or inappropriate language.

¡Felicidades!

¡La clase venció a la campana por _____ vez!

_____ La clase tiene derecho a a tener el día viernes de vestirse como quieran. Viernes, _____

☐ **R**espectful
☐ **R**esponsible
☐ **R**esults Driven

¡Gracias por llegar a la escuela a tiempo y listo para aprender!

Por favor, recuerden de vestirse apropiadamente. No pueden usar zapatos abiertos, blusas cortas, o camisetas con logos de deportes o language inapropiado.

SANTA ANA UNIFIED SCHOOL DISTRICT

PUPIL SUPPORT SERVICES
HOME CALL REFERRAL

Home Call Referral

☐ REG.	☐ SDC
☐ RSP	☐ Other

Student #: Name: School: Grade
Address: DOB:
Phone: Birthdate: Age: Sex:
Parent/Guardian:
Business Address: Phone:
Person Referring: Referral Date:
Reason for Referral (Check one):

☐ Absent Tardy ☐ Habitually Tardy ☐ Truancy ☐ Behavior
☐ Not Enrolled ☐ Follow-up ☐ Not able to contact family ☐ Other

Give Details:

PSS Personnel: Contact Date: ☐ HC ☐ PC ☐ Other
Results:

Distribution: Original - PSS Field Worker; Copy 2 - PSS Files; Copy 3 - School

(Rev. 1/00)

Lesson Planning

2017-2018 Guidelines

Lesson Plans are to be based on grade level Common core State standards and on students' needs identified from assessment. We must remember to stay focused on the students demonstrating continuous academic growth. Please remember to post learning objectives and daily schedule. Include Daily:

Language Arts: 2.5 Hours — **Open Court**
State the objectives and materials (ie. TE pg. #)
or the lesson planner page copied and attached
Workshop-Small group and/or one-on -one instruction

Mathematics: 1 hr. — **Saxon Mathematics K-3 and GoMath 4-5**
State the objectives and materials (ie. TE pg. #)
or lesson planner page copied and attached
State the directed and/or independent activities

- 1st, 2nd- 3rd, 4th –5th St Math two 45-minute sessions per week
- Kinder two 30 minutes sessions per week

ELD: 35-45 min. — **Carousel of Ideas/ Forms and Functions**
State the level of the group you work with
State the objectives and materials (i.e. TE pg. #)
State the directed and/or independent activities
ELD standard(s) Forms/ Functions addressed based on EL levels(Emergent, Bridging, Expanding)
Could include FRONTLOADING for OCR.
GLAD/Focused Approach strategies should also be stated in plans for all content areas

***Physical Education: 200 minutes every 10 days SAUSD standards- See P.E. ED Code reference sheet**

State the objective(s)/ activity Integrate ELD

Content Area: 20 minutes (Units may be taught at various times in the year) – 20 Min.

Science — Science Kits & **MacMillan/McGraw- Hill** (Project Foster Activities)
State the objectives and materials (i.e. TE pg. #)

History/Social Studies **Scott-Foresman**
State the objectives and materials (ie. TE pg. #)

Health — SAUSD standards
State the objective(s)

GLAD/Focused strategies should also be stated in plans for all content areas.

Thinking Maps, make it fun and engaging for all students!

Per Ed Code.... 200 minutes of Physical Education must be taught every 10 days.

Physical Education:

- 25 minutes X 4 days a week = 100 minutes weekly
- 20 minutes X 5 days a week = 100 minutes weekly
- 34 minutes X 3 days a week = 102 minutes weekly
- C.A.T.C.H.

Physical Activity:

- OC-PICH
  - FIT KID CENTER
  - FIT KITS
- Brain Breaks
- Adventure To Fitness
- PA DVDs
- **Playworks**
  - Can be used **IF** a certificated teacher is present with the coach

NOTES:

- Padres En Accion CANNOT be used---it is run by parents and/or noon supervisors and usually during lunch.
- Instructional schedule posted on a teacher's website **MUST** show PE as a subject area and be accurate regarding minutes.

Lincoln Elementary School
Lesson Plans

Lesson plans are an integral part of the teaching – learning process. They serve three important functions:

1. The classroom teacher goes through the process of organizing, and integrating what is to be taught in a logical sequence with lesson objectives.

2. The evaluator monitors the instructional program to insure a balanced curriculum is being provided and the District Expectancies are met.

3. A substitute teacher has the necessary information to maintain continuity of the instructional program in the regular teacher's absence.

Listed are several elements that should be included in typical lesson plans.

1. Teacher's name
2. Week of:
3. Grade level(s)
4. Classroom number
5. Opening Exercises (Attendance, Flag Salute, Announcements, etc.)-up to 5 minutes
6. Recess-Lunch-Dismissal Times
7. Lesson Times i.e. Reading 120-190 minutes.
8. Groupings
9. Lesson Objectives: CCSS- Common Core Standards
10. E.L.D. Instructions-Carousel of Ideas (Into English) Level and skills to be developed i.e. contractions
11. Composition Writing Weekly/Prompt
12. Literature (Teacher reads to class) and Sustained Silent Reading Time
13. Special Instructional Media (films, arts, science equipment, etc.)
14. Library Schedule
15. Instrumental Music/ Recorders Schedules
16. Title of Textbooks with page numbers for guided and independent practice. Reference to Teacher Edition and Guides
17. Homework Assignments – Must be aligned w/skills being taught & Board Policy
18. Copy of instructional assistant's lesson plans that have been planned jointly by teacher and assistant. Assistant's name. (Special Education Only)
19. Reference to special events (assemblies, testing, fieldtrips, etc.)
20. P.E. (skill)

This is by no means all that is included in many teachers' lesson plans, but it will serve as a good check list for your consideration and serve as our school expectations.

***Weekly lesson plans are to be submitted to Karen Buckley (office clerk) by 4:00p.m. each Friday.**

NWEA RESEARCH | 2015 COMPARATIVE DATA

Comparative Data to Inform Instructional Decisions

To help provide context to Measures of Academic Progress® (MAP®) normative percentiles, this document includes multiple College and Career Readiness (CCR) benchmarks, including those from ACT® and Smarter Balanced Assessment Consortium (Smarter Balanced)*.

When you're armed with MAP interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

About each chart

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level, which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

MATHEMATICS

		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring				207	218	228	232	236	240			244	61-68
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

Higher Achievement

Lower Achievement

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for: 230 Introduction to Algebra; 235 Algebra; 245 Geometry

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

READING

		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring				203	209	214	219	222	223			226	56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

Higher Achievement

Lower Achievement

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

LANGUAGE USAGE

				2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring				204	209	213	218	221	222			225	56-62
NWEA	Fall			202	214	223	229	233	237	240	242	244	246	95
NWEA	Fall			191	205	213	219	224	228	230	232	234	236	84
NWEA	Fall			183	197	206	213	218	221	223	225	226	229	69
NWEA Median	Fall			175	189	199	206	211	214	216	218	219	222	50
NWEA	Fall			166	182	192	199	204	207	209	211	211	214	31
NWEA	Fall			158	174	184	192	197	200	202	204	204	207	16
NWEA	Fall			150	167	177	185	190	194	195	197	197	199	7

Higher Achievement

Lower Achievement

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

GENERAL SCIENCE

					3	4	5	6	7	8				2015 Norms Percentile
NWEA	Fall				207	213	218	223	227	230				95
NWEA	Fall				199	206	211	216	219	222				84
NWEA	Fall				193	200	206	210	213	216				69
NWEA Median	**Fall**				**187**	**195**	**200**	**204**	**207**	**210**				**50**
NWEA	Fall				182	189	195	199	201	204				31
NWEA	Fall				176	183	189	193	195	198				16
NWEA	Fall				170	178	184	187	190	192				7

Higher Achievement

Lower Achievement

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. The user is strongly advised to use the 2015 norms because they provide the current and most accurate reference for MAP scores. Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences. School's demographics changed between 2011 and 2015 and may have contributed to differences. Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate. Finally, the varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

Need more information about how to use the data in this document to maximize every student's learning? Contact your account manager at 503-624-1951 or 866-654-3246.

Northwest Evaluation Association™ (NWEA™) has nearly 40 years of experience helping educators accelerate student learning through computer-based assessment suites, professional development offerings, and research services.

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MAPXX_MKTG10051 0000776 August 2015

NWEA

Multi-tiered System of Supports (MTSS) 2017-2018
MTSS Implementation Timeline

Activity	Date(s)	Details
Differentiated Instruction Begins	**Aug. 14**	▪ Refer to previous year's data for differentiated instructional grouping
FALL Universal Screening #1	**Sept. 1 - Sept. 15**	▪ Assessment window
Fall Data Input Time	**Sept. 18 - Sept. 19**	https://dibels.uoregon.edu/
DRT Meeting #1	**Sept. 20**	▪ Use data to drive differentiated instruction
WINTER Universal Screening #2	**Jan. 22 - Feb. 2**	▪ Assessment window
Winter Data Input Time	**Feb. 5 – Feb. 6**	https://dibels.uoregon.edu/
DRT Meeting #2	**Feb. 7**	▪ Use data to drive differentiated instruction
FINAL Universal Screening #3	**May 10 – May 23**	▪ Assessment window
Final Data Input Time	**May 24 – May 25**	https://dibels.uoregon.edu/

Time of Year	Kinder DIBELS *Next* Screening Measure	Category of Support	Kinder Recommended Progress Monitoring
Fall	LNF	Intensive	FSF
		Strategic	
		Core	
Winter	NWF	Intensive	FSF **or** PSF NWF
		Strategic	
		Core	
Spring	NWF	Intensive	
		Strategic	
		Core	

Time of Year	First Grade DIBELS *Next* Screening Measure	Category of Support	First Grade Recommended Progress Monitoring
Fall	NWF	Intensive	PSF/NWF
		Strategic	
		Core	
Winter	DORF	Intensive	NWF or DORF
		Strategic	
		Core	
Spring	DORF	Intensive	
		Strategic	
		Core	

Time of Year	Second/Third DIBELS *Next* Screening Measure	Category of Support	Second/Third Recommended Progress Monitoring
Fall	DORF	Intensive Strategic Core	Highest DORF Level at which student reads 25 words correct with accuracy
Winter	DORF	Intensive Strategic Core	Highest DORF Level at which student reads 25 words correct with accuracy
Spring	DORF	Intensive Strategic Core	

Instructions for Mid-Trimester Progress Report and Academic Intervention Plan:

There are three ways you can fill out a progress report 1) Fillable Form, 2) Blank Form to be used with mail merge, 3) eForm off of the Elementary Education website under Elementary Forms. The AIPs can be filled out with the blank form or by eForm.

Please fill out Student Name, Teacher, Grade and Date

Because it is a "fillable" form, the teacher may wish to fill out the teacher name, grade level and date and save the form under a different file name so that he/she does not have to fill out this information for each student. Blank forms that can be used with mail merge are also available on the Elementary Education website and were attached to the original e-mail. With the eForm, the information will be pre-populated.

Academic Performance Level:

Please use the drop down screens to indicate the performance level for the areas of Reading, Writing, Math and ELD. Teachers will need to choose whether the student is far below basic, below basic, basic, proficient or advanced in each academic area.

Work Habits:

Use the drop down screens to indicate the performance level on Homework, Behavior and Attendance.

Comments:

Please use the expandable comments section to write comments regarding performance in each academic area *based on data*. Teachers should include *specific information or attach copies of assessments* to justify the ratings of their students. Teachers may also wish to include information regarding the interventions that the student is receiving or assistance that would be helpful to receive from the home.

Data Sources to Use to Justify Student Ratings (Use only Assessments Applicable or being Used at Your Site):

Reading:

Foundational Skills Assessment (Kindergarten), MAP—Reading (K-5), DIBELS (K-3), Renaissance Learning, BPST II and Phonemic Awareness (K-2 as needed), GRI, DRA, Standards Based Mini Assessments, OCR Lesson Assessments, and Formative Assessments (Guided Reading Groups, Responses during Close Reads)

Writing:

District Required Writing prompt assessments, Optional Practice Prompts, Mini Standards Based Assessments, Extended Response, Formative Assessments during Writing Time (Interactive Writing, Journal Writing, Writers' Workshop)

Math:

Lesson Assessments, Chapter Assessments, MAP, Extended Response, Formative Assessments (Problem of the Month, Math Talks, Collaborative work), Math Facts, Quizzes

ELD:

CELDT, ADEPT, Carousel of Ideas Assessments, Informal Assessments (Oral Presentations, Group Work)

Your child is at risk of Retention:

Mark only if child is at risk of retention.

Conference Requested by teacher:

Please mark only if you would like to meet with parents.

Academic Improvement Plan Procedures:

- Go to the district website to download the AIP of the specific students that need an improvement plan.
- All information with an asterisk will be pre-populated by the Aeries system.
- The teacher must fill out all other information.
- A designated site administrator will review AIPs every trimester.
- An AIP needs to be completed for students who are at risk of retention no later than 12 weeks after enrollment or the first trimester.
- A parent or guardian needs to sign the AIP at the Parent-Teacher Conference.
- An updated progress report must be sent home six weeks after the initial AIP conference.
- Every child who was retained the previous year **must** have an AIP and mid-trimester progress reports.
- AIPs will need to be reviewed and updated with the parents at the second trimester conference.
- If by the end of May, a student is still at risk of retention, a Board of Review must be completed.
- Examples of instructional goals are below:
    - Juan will obtain a 3 or better on writing assignments.
    - Juan will increase reading fluency to 110 or more WPM by January 201---

Santa Ana Unified School District
Mid-Trimester Progress Reports/Academic Intervention Plan (AIP) Guidelines
2016-2017

Please review the following information regarding progress reports, retention, report cards, and for identifying a student at-risk of retention. It is very important that you read this information carefully, and complete the AIP correctly.

Please remember that report cards with copies of the AIPs are due to evaluator:

- Thursday, December 1, 2016
- Wednesday, March 22, 2017
- Friday, June 16, 2017

A student can only be considered to be at-risk of retention if they are *below* grade-level standards in one or more core areas on their report card. In order to retain a student, the parents must be informed throughout the year that their child is at risk of retention.

Core Areas

K-2	Reading
3-5	Reading and Mathematics

PLEASE NOTE: Students should demonstrate growth in ELD but cannot be retained due to limited ELD growth. If an EL student is not making progress or declining in proficiency levels in ELD, you should complete an AIP to inform parents of the student's progress and provide appropriate interventions.

Mid-Trimester Progress Reports are to be distributed to parents:

Fall: All first through fifth grade students

Winter: TK-5th grade students who are receiving 1's or 2's or for those with concerns about work habits, study skills or attendance. Any parent who does not receive a progress report should receive a letter from the principal explaining that the student is currently meeting standards.

Spring: Students at risk of retention or below grade level standards.

Important dates for Progress Reports, AIPS & Board of Reviews Please note due to new calendar, the process for distribution of report cards has changed. See below

- **Monday, October 3, 2016** – 1st-5th Grade Progress Reports for all students due to evaluator - Send out by Friday, October 7, 2016.
- **November 1 – 4, 2016**—Review AIPs with parents at conferences.
- **Friday, November 18, 2016**—End of Trimester 1.
- **Friday, December 1, 2016** - Report Cards & AIP for all students due to evaluator
- **Friday, December 9, 2016**—send out first trimester report cards.
- **Tuesday, January 31, 2017**— TK-5th Grade Progress Reports for at risk students due to evaluator—Send out by Friday, February 3, 2017.
- **Thursday, March 16, 2017**—End of Trimester 2.
- **Wednesday, March 22, 2017** - Report Cards due & updated AIP due to evaluator - Review with parents at conferences (3/27/17 – 3/31/17).
- **Monday, May 1, 2017**—Progress Reports only for at risk students due to evaluator - Send out by 5/5/17.
- **Monday, May 12, 2017- Friday, June 16, 2017**—Elementary Board of Review Window
- **Friday, June 16, 2017** - Report cards, AIPs, copies of Progress Reports and SSTs due to evaluator.
  - **Please keep copies of everything since it will be placed in cumulative folders at the end of the year.**

SANTA ANA UNIFIED SCHOOL DISTRICT **ELEMENTARY ACADEMIC IMPROVEMENT PLAN**

Student Name:	ID:	DOB:	Date Enrolled in US School:	Date:
Teacher:	School:	Grade:	Previous Retention? ☐Yes Grade? ☐No	Language Proficiency: ☐LEP ☐I-FEP☐R-FEP☐EO

Academic Assessment Data

Trimester Assessments	Fall		Winter		Spring	
	Date	Score	Date	Score	Date	Score
ELA Extended Response						
Overall Reading Grade						
District Writing Extended Response						
Overall Writing Grade						
Math Extended Response						
Overall Math Grade						
DIBELS Next Benchmark LNF						
DIBELS Next Benchmark NWF						
DIBELS Next Benchmark ORF						
IDEL (Only for instruction in Spanish)						
STAR Benchmark						
MAP Reading						
MAP Math						

Additional Information

Attendance	Days Present	Days Absent	Tardies	Annual Assessments		
Trimester 1				SBAC ELA		
Trimester 2				SBAC Math		
Trimester 3				Aprenda/STS		

Language Assessment Data

CELDT Date:	Listening Scale: Level:	Speaking Scale: Level:	Reading Scale: Level:	Writing Scale: Level:	Overall Scale: Level:
ADEPT Winter		**ADEPT Spring**		**Spanish IPT**	
Date:	Result:	Date:	Result:	Date:	Level:

Primary Concern

☐Academics (State concern):

Describe Current Research-based Intervention:

Supporting Data:

☐Behavior (Secondary concern if applicable):

Describe Current Research-based Intervention:

Supporting Data:

☐Attendance (Secondary concern if applicable):

Describe Current Research-based Intervention:

Supporting Data:

The instructional goal(s) of the Academic Improvement Plan is/are:

Plan to be reviewed by:	Parent Signature:
Review Date:	Results of Academic Improvement Plan:
Modification to plan:	
Parent Signature:	Teacher Signature:

Mid-Trimester Progress Report / *Reporte de Progreso de Medio Trimestre*

Date / *Fecha*: _____
Student / *Alumno(a)*: _____ ID#: _____

Teacher / *Maestro(a)*: _____ *Grade / Grado*: _____

Dear Parents / *Estimados Padres*:

The purpose of this Mid-Trimester Progress Report is to inform you of your child's progress in school. Below you will find information about the academic progress your child is making in school. The goal of the progress report is to help you understand your child's current level of performance. If the teacher needs to meet with you, the box at the bottom will be checked. If you have questions about this Report, or if you would like to meet with your child's teacher, please contact the school office for an appointment.

El propósito de este Reporte de Progreso de Medio Trimestre es para informarles sobre el progreso de su hijo/a en la escuela. Abajo encontrarán información sobre el progreso académico de su hijo/a en la escuela. El objetivo del informe es ayudar a entender el nivel actual de su hijo/a de rendimiento. Si el maestro/la maestra necesita una conferencia con ustedes, se lo indicará abajo. Si tienen preguntas sobre este Reporte o si quieren hacer una cita con el maestro/la maestra, por favor llamen a la escuela.

Progress Towards Standards/ Progreso hacia los Estándares	4 **Thorough understanding/ Comprensión plena** Consistently and automatically applies understanding *Aplica consistente y automáticamente su comprensión*	3 **Adequate understanding/ Comprensión adecuada** Able to apply his/her understanding *Puede aplicar su comprensión*	2 **Partial understanding/ Comprensión parcial** Able to demonstrate some of the essential skills/concepts *Puede demostrar algunas de las aptitudes y conceptos esenciales*	1 **Minimal understanding/ Comprensión mínima** Unable to apply the essential skills and concepts *No puede aplicar las aptitudes y conceptos esenciales*

Academic / *Académico*

Reading / *Lectura*: _____
Writing / *Escritura*: _____

Math / *Matemáticas*: _____
ELD / *Desarrollo del Inglés*: _____

Work Habits / Social Skills *Hábitos de Trabajo / Habilidades Sociales*

Homework / *Tarea*: _____

Behavior / *Comportamiento*: _____

Attendance / *Asistencia*: _____

Comments / Comentarios: _____

Your child is / *Su hijo/a está*:

☐ At Risk of Retention
En peligro de repetir el grado

☐ Conference requested by teacher
El maestro/a pide una conferencia con usted

Please sign and return this report to your child's teacher.
Por favor, firmar y enviar este informe al maestro/a de su hijo/a.

Parent's Signature / *Firma del padre/madre*: _____ Date / *Fecha*: _____
Name of Student/*Nombre del alumno/a*: _____
Comments / Comentarios: _____

☐ Parent Requests Conference/*Padre de familia solicita una conferencia*

Report Card Signature Addendum

School: **ID Number:**

Student Name: **Grade:**

School Year:

Trimester

1

☐AIP
Plan de mejoramiento académico

☐At Risk of Retention
En peligro de repetir el grado

☐Parent Attended Conference
Padre asistió a la conferencia

☐Parent Received Report Card
Padre recibió la boleta de calificaciones

Parent Signature_____ Date:_____

Trimester

2

☐AIP
Plan de mejoramiento académico

☐At Risk of Retention
En peligro de repetir el grado

☐Parent Attended Conference
Padre asistió a la conferencia

☐Parent Received Report Card
Padre recibió la boleta de calificaciones

Parent Signature_____ Date:_____

Trimester

3

☐AIP
Plan de mejoramiento académico

☐At Risk of Retention
En peligro de repetir el grado

Parent Signature_____ Date:_____

Teacher Signature:_____

Administrator Signature:_____

Maestro/a:	Escuela:	Grado:	Previas Repeticion del grado? ☐Si, Qué Grado? _____ ☐No	Dominio del Lenguaje: ☐LEP ☐I-FEP☐R-FEP☐EO

Evaluaciones Academicas

Evaluaciones Trimestrales	Del Otoño		Del Invierno		De la Primavera	
	Fecha	Punto	Fecha	Punto	Fecha	Punto
ELA Respuesta Desarrollada						
Calificacion en Lectura en General						
Respuesta Desarrollada del Distrito en Escritura						
Calificacion en Matemáticas en General						
Matemáticas Respuesta Desarrollada						
Calificacion en Matemáticas en General						
DIBELS Próxima Pauta LNF						
DIBELS Próxima Pauta NWF						
DIBELS Próxima Pauta ORF						
IDEL (solo para enseñanza en español)						
STAR Pauta						
MAP Lectura						
MAP Matemáticas						

Alguna Otra Información

Asistencia	Dias Presente	Dias Faltas	Retraso	Evaluaciones Annuales		
Trimestre 1				SBAC Lectura		
Trimestre 2				SBAC Matemáticas		
Trimestre 3				Aprenda/STS		

Información de la Evaluación del Lenguage

CELDT Fecha:	Escuchar Escala: Nivel:	Hablar Escala: Nivel:	Lectura Escala: Nivel:	Redacción Scale: Level:	Escala en General: Level:
ADEPT Del Otoño		**ADEPT de la Primavera**		**Español IPT**	
Fecha:	Resultados:	Fecha:	Resultados:	Fecha:	Level:

Inquietud Principal

☐Aspecto (Diga cuáles son sus inquietudes):

Describa la intervención actual, basada en investigaciones:

Datos de apoyo:

☐Comportamiento (Alguna otra inquietud, si corresponde):

Describa la intervención actual, basada en investigaciones:

Datos de apoyo:

☐Asistencia (Alguna otra inquietud, si corresponde):

Describa la intervención actual, basada en investigaciones:

Datos de apoyo:

Las metas de instrucción del Plan de Mejoramiento Académico son:

El plan será revisado por:	Firma del Padre, Madre o Tutor:
Fecha de Revisión:	Resultados del Plan de Mejoramiento Académico:
Modificaciones del plan:	
Firma del Padre, Madre o Tutor:	Firma del Maestro/a:

REPORT CARD GUIDELINES

Opportunities to Assess

- Teacher Observations
  - Whole/small group instruction (guided reading groups and work with upper grade decodables)
  - Intervention groups (OCR intervention guide practice or other decoding interventions)
  - OCR Green Section- Word Knowledge Practice
  - OCR Intervention Reading material
  - Practice with roots and affixes to read multi-syllabic words
- Classroom formative assessments designed by teacher(s)
- MAP / DIBELS
- Written Tasks
  - Thinking Maps (reading off the maps)

REPORT CARD GUIDELINES

Foundational Reading Standards

Instructional Context

These standards are focused on fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Foundational reading skill instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers.

Report Card Item: Uses phonics & word analysis skills when reading.		
Related ELA Common Core Standards	**Essential Skills/Concepts**	**Questioning**
RF 4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	❑ Know which letters and sounds are related ❑ Be familiar with syllabication patterns ❑ Use roots, affixes and base words to read unfamiliar multisyllabic words in context ❑ Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	✓ Can you make all the sounds in that word in order? ✓ Are there any familiar parts in that word that you can use to help you? ✓ Do you know any other words like that? ✓ When you are not sure what a word is, don't forget to look to see if there are any root or base words you might know.

DIAGNOSTIC TOOLS

SAUSD Diagnostic Plan for First Grade Students

Fall Trimester

Start

Fall Universal Screening on Nonsense Word Fluency

If at Grade Level

No further assessment indicated
Work on grade-level curriculum with just in time differentiation

If Low

Fall Phoneme Segmentation Fluency (PSF) in screening binder

BPST Diagnostic Parts: Consonant sounds, diagraph sounds, short vowels, short blends, r-controlled

If at Grade Level on PSF

No need to provide additional phonemic awareness instruction

If low on BPST

Provide small group instruction on specific sound spellings previously taught

Consider Tier II intensified intervention**

If Low

Progress Monitor with Phoneme Segmentation Fluency (PSF)

Intervene and track progress

Provide additional instruction in phonological awareness and phonics

Consider Tier II intensified intervention**

2017-2018 K-5 Assessment Matrix

Grade Level	August	September	October	November	December	January	February	March	April	May
TK/K	*AVID for Selected ES* (8/14-8/25)	*DIBELS* (9/1-9/15) *PTA #1* (9/18-9/21)	*MATH Benchmark* (10/23-10/27) *ADEPT #1* (10/9-10/27)		*PTA #2* (12/4-12/7)	*MAP—Math* (1/8-2/9) *DIBELS* (1/22-2/2)	*Math Benchmark* (2/5-2/9)	*PTA #3* (3/19-3/22)	*MAP-Math* (4/16-5/18) *ADEPT #2* (4/9-4/27)	*DIBELS* (5/10-5/23) *AVID for Selected ES* (5/14-5/31)
		ELPAC Initial Field Test (8/28-9/22)				*AVID for Selected ES* (1/8-1/22)	*ELPAC Summative Test* (2/1-5/11)			
1	*MAP—Math* (8/14-9/15) *AVID for Selected ES* (8/14-8/25)	*DIBELS* (9/1-9/15) *PTA #1* (9/18-9/21)	*ADEPT #1* (10/9-10/27) *MATH Benchmark* (10/23-10/27)		*PTA #2* (12/4-12/7)	*MAP—Math* (1/8-2/9) *DIBELS* (1/22-2/2)	*Math Benchmark* (2/5-2/9)	*PTA #3* (3/19-3/22)	*MAP-Math* (4/16-5/18) *ADEPT #2* (4/9-4/27)	*DIBELS* (5/10-5/23) *AVID for Selected ES* (5/14-5/31)
		ELPAC Initial Field Test (8/28-9/22)				*AVID for Selected ES* (1/8-1/22)	*ELPAC Summative Test* (2/1-5/11)			
2	*MAP—Math* (8/14-9/15) *AVID for Selected ES* (8/14-8/25)	*DIBELS* (9/1-9/15) *PTA #1* (9/18-9/21)	*ADEPT #1* (10/9-10/27) *MATH Benchmark* (10/23-10/27)	*GATE Naglieri* (11/27-12/20)	*PTA #2* (12/4-12/7)	*MAP—Math* (1/8-2/9) *DIBELS* (1/22-2/2)	*Math Benchmark* (2/5-2/9)	*PTA #3* (3/19-3/22)	*MAP-Math* (4/16-5/18) *ADEPT #2* (4/9-4/27)	*DIBELS* (5/10-5/23) *AVID for Selected ES* (5/14-5/31)
		ELPAC Initial Field Test (8/28-9/22)				*AVID for Selected ES* (1/8-1/22)	*ELPAC Summative Test* (2/1-5/11)			
3	*MAP—Math* (8/14-9/15) *MAP—Reading* (8/14-9/15)	*DIBELS* (9/1-9/15) *PTA #1* (9/18-9/21)	*ADEPT #1* (10/9-10/27) *MATH Benchmark* (10/23-10/27)	*GATE Naglieri* (11/27-12/20)	*PTA #2* (12/4-12/7)	*MAP—Math* (1/8-2/9) *MAP—Reading* (1/8-2/9)	*Math Benchmark* (2/5-2/9)	*PTA #3* (3/19-3/22)	*MAP-Math* (4/16-5/18) *MAP- Reading* (4/16-5/18)	*DIBELS* (5/10-5/23)
	AVID for Selected ES (8/14-8/25)	*ELPAC Initial Field Test* (8/28-9/22)				*DIBELS* (1/22-2/2) *AVID for Selected ES* (1/8-1/22)	*STS Testing* (4/9-5/3)		*ADEPT #2* (4/9-4/27)	*AVID for Selected ES* (5/14-5/31)
							ELPAC Summative Test (2/1-5/11) *STS Testing* (4/9-5/3)			

							SBAC/CAST/CAA Testing Window (2/27-5/31)			
4/5	***MAP—Math*** (8/14-9/15) ***MAP—Reading*** (8/14-9/15)	***PTA #1*** (9/18-9/21)	***ADEPT #1*** (10/9-10/27) ***MATH Benchmark*** (10/23-10/27)	***GATE Naglieri*** (11/27-12/20)	***PTA #2*** (12/4-12/7)	***MAP—Math*** (1/8-2/9) ***MAP—Reading*** (1/8-2/9)	***Math Benchmark*** (2/5-2/9)	***PTA #3*** (3/19-3/22) ***CORE SEL Survey*** (3/1-3/31)	***MAP-Math*** (4/16-5/18) ***MAP- Reading*** (4/16-5/18)	***DIBELS*** (5/10-5/23) ***AVID for Selected ES*** (5/14-5/31)
	AVID for Selected ES (8/14-8/25)	***ELPAC Initial Field Test*** (8/28-9/22)				***DIBELS*** (1/22-2/2) ***AVID for Selected ES*** (1/8-1/22)	***STS Testing*** (4/9-5/3)		***ADEPT #2*** (4/9-4/27)	
							ELPAC Summative Test (2/1-5/11) ***PFT Grade 5*** (2/1-5/31) ***STS Testing*** (4/9-5/3) ***SBAC/CAST/CAA Testing Window (2/27-5/31)***			

*PTA: ELA/SLA Performance Task Assessment replaces both current District Writing Assessment and Extended Response Assessments
*Math Benchmark: To be determined based on new adoption

Santa Ana Unified School District
Educational Services

Assessment Guide
Early Childhood and Elementary Education (PK – 5)
2017 – 2018

Elementary District Assessments

DIBELS

Description:
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used to measure the acquisition of early literacy skills in grades K-3. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of subtests that function as indicators of phonemic awareness, alphabetic principle, accuracy, and fluency with connected text. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Required:
TK-3

Rationale on Timing:
In order to measure a year's growth, the assessment occurs at the beginning, middle, and end of the academic year. Intentionally, the assessment occurs after the MAP assessment so that two assessments do not occur at the same time. For best results, the majority of K-3 classes can administer the MAP assessment towards the beginning of the assessment window before the DIBELS window opens.

IDEL

Description:
The IDEL measures take into account the linguistic structure of the Spanish language including the phonology, orthography, and syntax. Like DIBELS, the IDEL measures are based on the same theoretical and evidence-based principles of how children learn to read in alphabetic languages such as English and Spanish.

IDEL is a screening tool that includes instructional recommendations and benchmark goals. It provides teachers with information on student skills in the core components of beginning reading including: phonological awareness, alphabetic principle, accuracy and fluency reading connected text.

Required:
TK-2 Dual

Rationale on Timing:
In order to measure a year's growth, the assessment occurs at the beginning, middle, and end of the academic year. Intentionally, the assessment occurs after the MAP assessment so that two assessments do not occur at the same time. For best results, the majority of K-2 classes can administer the MAP assessment towards the beginning of the assessment window before the IDEL window opens.

Santa Ana Unified School District
Educational Services

ELA/SLA Performance Task Assessment

*replaces ELA Benchmark Extended Response and District Writing Assessment

Description:
SAUSD Performance Task Assessments integrate reading, writing, and language/ELD standards by asking students to read (or view, listen to) 2-3 texts and answer questions (constructed- and selected-response items) that require them to evaluate sources and identify evidence to support ideas. Students are then asked to use more than one of the sources to write a longer informational, opinion, or narrative response to address one of the three writing types. Each Performance Task Assessment (3 per year) will focus on one writing type for which the score will be entered into Illuminate, but the teachers will have access to optional prompts for the other two writing types. The district Performance Task Assessments have been designed to mirror the SBAC Performance Task format with developmentally appropriate modifications for TK-2. The written responses (constructed and full write) will be evaluated using a standards-aligned rubric and will incorporate language considerations from the ELD standards.

Required:
All students TK – 5
Translated Prompts for K - 2
Compatible Prompts in Spanish for 3 - 5

Rationale on Timing:
SAUSD Performance Task Assessments will provide teachers with information about how students are able to comprehend text(s) and use the information from the text(s) to respond to a writing prompt. The resulting information about students' ability to access text and use it for another purpose, as well as their ability to communicate their thinking, is valuable for identifying literacy strengths and instructional needs, including targeted language instruction. Performance Task Assessments will take place at intervals which allow for responsive instruction while providing information to inform report card marks.

ADEPT

Description:
A Developmental English Proficiency Test (ADEPT) is a diagnostic language assessment which measures an English learner student's ability to comprehend and orally respond using appropriate sentence structure and grammar. ADEPT supports Part II of the ELD standards by assessing a student's language abilities according to a recognized continuum of language structures. The diagnostic information that results from ADEPT allows teachers to identify specific language needs which might hinder students' ability to express their thinking and successfully participate in academic tasks. Armed with a deeper understanding of a student's command of specific English structures, the teacher is better able to foster the student's academic language growth through targeted instruction during integrated ELD as well as designated ELD.

Required:
All English learner students

Rationale on Timing:
Administering ADEPT during the 1st trimester provides the teacher with information to guide instruction for both integrated ELD as well as designated ELD and can guide the teacher's use of scaffolding throughout the day. Administering ADEPT during the 3rd trimester aids in monitoring students' progress in developing English proficiency and can inform the "Made Adequate Progress" item on the report card.

5/17/2017 – N. Hillman

Santa Ana Unified School District
Educational Services

MAP

Description:
NWEA Measures of Academic Progress (MAP) is a computerized and adaptive test that measures academic growth in reading and math. The results are individualized and unique for each student; detailed and accurate information about a student's growth. It provides students with information needed to achieve learning goals. Also, the results inform teachers of students' specific strengths and challenges, and inform instruction in the classroom through the Learning Continuum.

Required:
MAP Math Grade 1 - 5 (Fall administration for TK/K optional)
MAP Reading Grade 3 - 5

Rationale on Timing:
To truly measure one year's growth, the assessment must be given as early in the school year (between the 2nd and 8th week of instruction) and as close to the end of the school year (between the 28th and 36th week of instruction) as possible. The midyear administration, which should be administered between the 16th and 24th week of instruction, provides an indicator of the student's growth during the year, informs instructional decisions and can be predictive of SBAC results.

Math Benchmark Assessment

Description: For the 2017-18 school year, the math extended response assessment will not be administered as it does not align with the new curriculum adoption. A new aligned benchmark assessment will be identified or developed (TBD)

Rationale on Timing:
Depending on the assessment selected, the benchmark will be administered two times during the school year to provide students/teachers/parents with students' mastery of standards.

Naglieri Nonverbal Abilities Test (NNAT)

Description:
The Naglieri Nonverbal Abilities Test provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population for identifying gifted and talented students. The NNAT evaluates problem-solving and visual spatial reasoning skills by asking a series of questions through pattern completion, reasoning by analogy, serial reasoning and spatial visualization exercises.

Required:
GATE identification

Rationale on Timing:
Timing allows classroom teachers a full trimester to decide which students are to be referred for NNAT testing based on classroom performance and observation of GATE characteristics. It also allows for ample time after testing for the preparation of student referrals for identification in the spring.

Santa Ana Unified School District
Educational Services

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Santa Ana Unified School District
Educational Services

State Required Assessments

CAASPP - SBAC

Description:
The California Assessment of Student Performance and Progress (CAASPP) administration includes the Smarter Balanced Summative Assessments (SBAC); the California Alternate Assessments (CAAs), including the CAA for Science pilot; and the California Science Tests (CASTs) pilot. The optional primary language test, the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA), will be offered in the form of paper-pencil assessments.

Students in grades three through eight and grade eleven take the SBAC for English language arts/literacy (ELA) and mathematics. These tests are administered online and are adaptive. The CAST pilot will be administered to all students (except for those who were administered the CAA for Science pilot) in grades five and eight and to selected students in grades ten, eleven, and twelve.

The CAAs for ELA and mathematics in grades three through eight and grade eleven are individually administered to students who have an individualized education program that indicates the use of an alternate assessment. The CAA for Science pilot will be administered to eligible students in grades five and eight and grades ten, eleven, or twelve.

Rationale on Timing:
Testing shall begin on the day in which 66 percent of the school's annual instructional days have been completed, and testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar.

ELPAC/CELDT

Description:
The English Language Proficiency Assessments for California (ELPAC) has replaced the California English Language Development Test (CELDT). CELDT will still be administered as an initial assessment for the 2017-18 school year only. The ELPAC/CELDT is administered to eligible students in kindergarten through grade twelve. The ELPAC is aligned to the 2012 California English Language Development Standards and is comprised of two separate assessments: one for the initial identification (will start in the 2018-19 school year) of students as English learners (ELs), and a second for the summative assessment (starting in the 2017-18 school year) to measure a student's progress in learning English and to identify the student's level of English language proficiency.

Rationale on Timing:
Initial assessments are administered within 20 calendar days after the student's initial enrollment but not before July 1 of the school year of the student's initial enrollment. Summative assessments are administered during the annual summative window set by CDE.

Santa Ana Unified School District
Educational Services

Early Childhood Education Assessments

Desired Results Developmental Profile (DRDP)

Description:
The Desired Results Developmental Profile measures children's development across the following (8) domains: Approaches to Learning/Self Regulation; Social and Emotional Development; Language and Literacy Development; English Language Development; Cognition (including Math and Science); Physical Development/Health; History/Social Science and Visual & Performing Arts.

The Desired Results Developmental Profile is designed for teachers to observe, document and reflect on student learning, development and progress of children who are enrolled in early care and education programs. The DRDP focuses on the child's behavior, knowledge and skills. To capture a child's behavior, the DRDP incorporates observation in natural settings. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children to guide continuous program improvement.

Required:
All children enrolled in Early Childhood Education programs (3 & 4 year olds)

Rationale on Timing:
The DRDP Pre-Assessment is required to be completed for each child by the 60th calendar day from initial enrollment in the program. The Pre-Assessment creates a baseline for each child, and allows teachers to lesson plan and scaffold instruction according to the needs of the students. The Post-Assessment is to be completed within 6 months of the pre-assessment and allows teachers to measure the year's growth and development for each child across the 8 domains. All results are shared with parents during parent conferences (2x per year).

Foundational Skills Assessment

Description:
The Foundational Skills Assessment is a tool that measures students' skills in the following areas: name recognition, color recognition, matching colors, identification of numerals in random order, counting 1-10, identification of shapes, identification of upper and lower case letters, gross motor skills, fine motor skills (cutting, pre-writing), self portrait and writing/printing of first name.

Required:
All children enrolled in Early Childhood Education programs (3 & 4 year olds)
Students not in ECE are administered the Foundational Skills Assessment prior to starting school TK/K

Rationale on Timing:
In order to measure a year's growth, the assessment occurs at the beginning and end of the school year. Post-Assessment Results are shared with elementary teachers to facilitate appropriate placement of students for Kindergarten. All results are shared with parents during parent conferences (2x per year). Students not enrolled in Early Childhood Education programs are administered (1x) in May or August prior to starting TK/K in the fall. Results are used to form balanced classes and plan instruction.

Santa Ana Unified School District
Educational Services

5/17/2017 – N. Hillman

ST Math at Lincoln

Recommended weekly progress rate: 2.50%

Adhere to the ST Math schedule:

- ☐ Attend the allotted time each week (60 minutes for K-1 and 90 minutes per week for grade two and up).

Teach students:

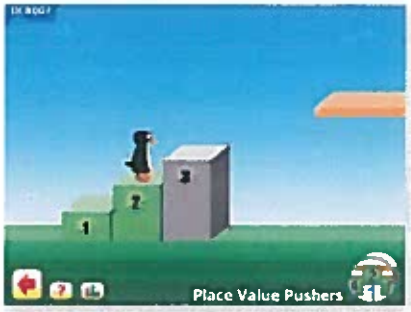
- ☐ Procedures and protocols for ST Math time.
- ☐ About ST Math and the Picture Password.
- ☐ The "Think Before You Click" protocol as a way to solve puzzles.
- ☐ How to get started on the games.

Monitor students as they work:

- ☐ Read and use reports to create an intervention plan for each session.
- ☐ Use the onscreen indicators to target which additional students need support.
- ☐ Speak to all students regularly to gather formative assessment data.
- ☐ Facilitate students by using Teacher Mode and asking open-ended questions.

Connect to instruction:

- ☐ Project and play the games with students in the classroom.
- ☐ Discuss math concepts presented in the games, connect them to symbolic representations, and develop mathematical vocabulary.
- ☐ Incorporate ST Math games into lesson plans.
- ☐ Use the visual mathematical models to solve word problems and problems from the textbook with students.



Tracking Progress Visually: Levels, games, modules, and objectives turn green as they are completed. Students should "Play the Gray!"

Gray = not passed
Green = passed

Recommended Progress:	
11-Aug	0
18-Aug	2.5
25-Aug	5
1-Sep	7.5
8-Sep	10
15-Sep	12.5
22-Sep	15
29-Sep	17.5
6-Oct	20
13-Oct	22.5
20-Oct	25
27-Nov	27.5
3-Nov	30
10-Nov	32.5
17-Dec	35
24-Nov	37.5
1-Dec	40
8 Dec	42.5
15-Dec	45
22-Dec	47.5
12-Jan	50
19-Jan	52.5
26-Jan	55
2-Feb	57.5
9-Feb	60
16-Feb	62.5
23-Feb	65
2-Mar	67.5
9-Mar	70
16-Mar	72.5
23-Mar	75
30-Mar	77.5
6-Apr	80
13-Apr	82.5
20-Apr	85
27-Apr	87.5
4-May	90
11-May	92.5
18-May	95
25-May	97.5
1-Jun	100

Carousel of IDEAS Language Progress Card: Set 1

CA

Student Name: _____ **Date Entered Program:** _____

EMERGING

Beginning
Unit 1: My Community

Topics:
_____ Chapter 1: *People*
_____ Chapter 2: *School*
_____ Chapter 3: *Numbers: 1-10*
_____ Chapter 4: *Colors*
_____ Chapter 5: *Body Parts*

Type of Language Produced:
__Listening __Word __Sentence

Major Language Forms Introduced:
_____ Adjectives (e.g., *big, little*)
_____ Commands (e.g., *Sit down.*)
_____ Nouns (e.g., *teacher, desk, hand*)
_____ Prepositions and prepositional phrases (e.g., *in, on top of*)
_____ Regular plurals (*-s*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____ 15
__Superior (15-14) __Satisfactory (13-11)
__Not Satisfactory (<11)
Reading & Writing Chapter Tests**
Total points:_____ 85
__Superior (85-77) __Satisfactory (76-60)
__Not Satisfactory (<60)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

Beginning
Unit 2: My Larger Community

Topics:
_____ Chapter 1: *People*
_____ Chapter 2: *School*
_____ Chapter 3: *Numbers: 11-20*
_____ Chapter 4: *Animals: Pets*
_____ Chapter 5: *Food*
_____ Chapter 6: *Shapes*
_____ Chapter 7: *Body Parts*

Type of Language Produced:
__Listening __Word __Sentence

Major Language Forms Introduced:
_____ Articles (*a, an, the*)
_____ Conjunctions (*and, or*)
_____ Modals (*can, cannot, may, may not*)
_____ Possessive pronouns (*my, your*)
_____ Present progressive tense verbs (e.g., *They are running.*)
_____ Present tense verbs (e.g., *I have two grandfathers.*)
_____ Regular plurals (*-es, -ies*)
_____ Subject pronouns (*I, you, he, she, we, they, it*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____ 21
__Superior (21-19) __Satisfactory (18-15)
__Not Satisfactory (<15)
Reading & Writing Chapter Tests**
Total points:_____ 119
__Superior (119-107) __Satisfactory (106-83)
__Not Satisfactory (<83)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

Early Intermediate
Unit 3: Living and Working Together

Topics:
_____ Chapter 1: *Occupations*
_____ Chapter 2: *Clothing and Accessories*
_____ Chapter 3: *Numbers: 21-100*
_____ Chapter 4: *Animals: Farm*
_____ Chapter 5: *Food*
_____ Chapter 6: *Meals*
_____ Chapter 7: *Alphabet*

Type of Language Produced:
__Listening __Word __Sentence

Major Language Forms Introduced:
_____ Can/may questions (e.g., *May I have the shirt?*)
_____ Comparatives superlatives (e.g., *big/bigger/biggest*)
_____ Contractions (e.g., *don't*)
_____ Countable and uncountable nouns (e.g., *a taco/some jello*)
_____ Exclamations (e.g., *I love ice cream!*)
_____ Irregular plurals (e.g., *sheep/sheep*)
_____ Present tense present progressive tense questions (e.g., *Do you like soup? Is Marco wearing blue pants?*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____ 21
__Superior (21-19) __Satisfactory (18-15)
__Not Satisfactory (<15)
Reading & Writing Chapter Tests**
Total points:_____ 119
__Superior (119-107) __Satisfactory (106-83)
__Not Satisfactory (<83)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

Early Intermediate
Unit 4: Our Great Big, Busy World

Topics:
_____ Chapter 1: *Occupations*
_____ Chapter 2: *Clothing and Accessories*
_____ Chapter 3: *Numbers: Ordinals*
_____ Chapter 4: *Animals: Zoo*
_____ Chapter 5: *Food*
_____ Chapter 6: *Body Parts*

Type of Language Produced:
__Listening __Word __Sentence

Major Language Forms Introduced:
_____ Conjunctions (*but, because*)
_____ Future tense verbs (e.g., *Tomorrow she is going to wear an apron.*)
_____ Past progressive tense verbs (e.g., *Yesterday she was wearing a raincoat.*)
_____ Possessive pronouns (*his, her, their, our*)
_____ Possessives (e.g., *This is the carpenter's hammer.*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____ 18
__Superior (18-17) __Satisfactory (16-13)
__Not Satisfactory (<13)
Reading & Writing Chapter Tests**
Total points:_____ 102
__Superior (102-92) __Satisfactory (91-71)
__Not Satisfactory (<71)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

* Add the overall oral performance points for all chapter L&S evaluations (three possible points per chapter).
** Add the points for all chapter R&W tests (17 possible points per chapter).
*** Include chapter objectives for all chapters in unit.
**** Include portfolio evaluations for all chapters in unit.

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Carousel of IDEAS Language Progress Card: Set 2

CA

Student Name: _____ **Date Entered Program:** _____

EXPANDING

Intermediate
Unit 5: The World Around Me

Topics:
_____ Chapter 1: *Transportation*
_____ Chapter 2: *Calendar: Days of the Week*
_____ Chapter 3: *Toys*
_____ Chapter 4: *Animals: Wild*
_____ Chapter 5: *Household Items*
_____ Chapter 6: *Shapes*

Type of Language Produced:
__Listening __Word __Sentence

Major Language Forms Introduced:
_____ Comparatives (e.g., *taller than, as tall as*)
_____ Conjunctions (*so, yet*)
_____ Demonstrative pronouns (*this, that, these, those*)
_____ Future tense verbs/contractions (e.g., *She will ride the train. I'll need two knives.*)
_____ Object pronouns (*you, her, him, me, us, them*)
_____ Possessive nouns (e.g., *Maria's diamond*)
_____ Possessive pronouns (*mine, yours, hers, his, ours, theirs*)
_____ Regular and irregular past tense statements/questions (e.g., *My aunt washed the dishes. What did he do?*)
_____ "Wh" and "how many" questions (e.g., *Who has the soccer ball? How many vehicles travel in the air?*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____/18
__Superior (18-17) __Satisfactory (16-13)
__Not Satisfactory (<13)
Reading & Writing Chapter Tests**
Total points:_____ 138
__Superior (138-124) __Satisfactory (123-96)
__Not Satisfactory (<96)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

Intermediate
Unit 6: My Environment

Topics:
_____ Chapter 1: *Transportation*
_____ Chapter 2: *Calendar: Months*
_____ Chapter 3: *Toys*
_____ Chapter 4: *House: Parts*
_____ Chapter 5: *Household Items*
_____ Chapter 6: *Tools*

Type of Language Produced:
__Listening __Word __Sentence

Major Language Forms Introduced:
_____ Adverbs (e.g., *quickly, very, always*)
_____ Compound sentences (e.g., *Jeremy likes science, but he doesn't like music.*)
_____ Conjunctions (*after, before, when*)
_____ "How much" questions (e.g., *How much is the tricycle?*)
_____ Modals (*could, should, would*)
_____ Multiple adjectives (e.g., *That is a big, soft towel.*)
_____ Positive questions (e.g., *Did you see snow in April?*)
_____ Present perfect tense verbs (e.g., *He has been in his bedroom since last night.*)
_____ Superlatives (e.g., *best, worst*)
_____ Too + adjective (e.g., *too loud*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____/18
__Superior (18-17) __Satisfactory (16-13)
__Not Satisfactory (<13)
Reading & Writing Chapter Tests**
Total points:_____ 138
__Superior (138-124) __Satisfactory (123-96)
__Not Satisfactory (<96)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

Early Advanced
Unit 7: Settings and Situations

Topics:
_____ Chapter 1: *Money*
_____ Chapter 2: *Time: Clock*
_____ Chapter 3: *Numbers: 101-1,000*
_____ Chapter 4: *Animals: Marine*
_____ Chapter 5: *Neighborhood*

Type of Language Produced:
__Listening __Word __Sentence __Fluent

Major Language Forms Introduced:
_____ Adjectives with –ish or –y (e.g., *greenish, bumpy*)
_____ Complex sentences (e.g., *The whale is a huge animal that lives in the ocean.*)
_____ Conditional form (e.g., *If I have money, I will buy a new shirt.*)
_____ Conjunctions (*both/and, either/or, neither/nor, not only/but also*)
_____ Gerunds (e.g., *I like swimming.*)
_____ Indefinite pronouns (*some/any/no/every – body/one/thing/where*)
_____ Modals (*must, might*)
_____ Negative questions (e.g., *Didn't they have $20 yesterday?*)
_____ Past perfect tense verbs (e.g., *I had walked along that river when I was young.*)
_____ Phrasal verbs (e.g., *Put down the starfish. Put the starfish down.*)
_____ Reciprocal pronouns (e.g., *each other*)
_____ Reflexive pronouns (e.g., *myself, ourselves*)
_____ Too + adverb (e.g., *too fast*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____ 15
__Superior (15-14) __Satisfactory (13-11)
__Not Satisfactory (<11)
Reading & Writing Chapter Tests**
Total points:_____/115
__Superior (115-103) __Satisfactory (102-80)
__Not Satisfactory (<80)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

BRIDGING

Advanced
Unit 8: On the Go

Topics:
_____ Chapter 1: *Occupations*
_____ Chapter 2: *Calendar: Holidays, Seasons*
_____ Chapter 3: *Time: Clock*
_____ Chapter 4: *Animals: Wild*

Type of Language Produced:
__Listening __Word __Sentence __Fluent

Major Language Forms Introduced:
_____ Active v. passive voice (e.g., *The musician played the guitar. The guitar was played by the musician.*)
_____ Adjective clauses (e.g., *A coyote is an animal that is active at night.*)
_____ Adverb clauses (e.g., *She gets scared whenever she sees a lizard.*)
_____ Conjunctive adverbs (*however, therefore*)
_____ Modals (*ought to, would like to, would rather*)
_____ Progressive, future, and conditional perfect tense verbs (e.g., *She has been studying English for six months. Next winter, I will have been living in Utah for 20 years. If we had lived on the Great Plains hundreds of years ago, we would have seen a lot of bison.*)
_____ Quoted v. reported speech (e.g., *Maria said, "I am having dinner at half past six." Maria said she is having dinner at half past six.*)
_____ Relative pronouns (*who, whom, whose, which, that*)
_____ Tag questions (e.g., *You don't know what time it is, do you?*)

Assessment:
Listening & Speaking Evaluations*
Total points:_____ 12
__Superior (12-11) __Satisfactory (10-9)
__Not Satisfactory (<9)
Reading & Writing Chapter Tests**
Total points:_____ 92
__Superior (92-83) __Satisfactory (82-64)
__Not Satisfactory (<64)
Mastery of Chapter Objectives***
Student received a "2" on:
__90% or more (Superior)
__70%-89% (Satisfactory)
__Less than 70% (Not Satisfactory)
Portfolio Evaluations****
__Superior __Average
__Below Average __Fails to Meet Objective
Date: _____
Comments: _____

* Add the overall oral performance points for all chapter L&S evaluations (three possible points per chapter).
** Add the points for all chapter R&W tests (23 possible points per chapter).
*** Include chapter objectives for all chapters in unit.
**** Include portfolio evaluations for all chapters in unit.

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Example - 5th

SAUSD Common Core Aligned Curriculum Map: **Fifth Grade ELA –** _____

	UNIT 1 Cooperation and Competition 6-7 Weeks Beg. of Sept. to beg. of Oct.	UNIT 2 Astronomy 6-7 Weeks Mid Oct. to end of Nov.
		patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
READING STANDARDS ACROSS UNITS	Citing Evidence and Analyzing Content: **RL 5.1 & RI 5.1.** Quote accurately from text to answer and infer, **RL. 5.2 & RI. 5.2** Summarize text & determine theme or main idea. Studying and applying vocabulary: **RL 5.4 & RI 5.4** Academic and domain-specific vocabulary Reading grade-appropriate literature and informational text: **RL. 5.10 & RI. 5.10** Complex text	
READING STANDARDS CENTRAL TO THIS UNIT	**RL. 5.1 & RI 5.1** Quote accurately from text to answer and infer **RL. 5.2 & RI 5.2** Summarize text & determine theme or main idea **RL. 5.3** Compare/contrast two or more characters/settings/ events **RL. 5.4** Determine meaning of words/phrases/figurative within text **RL.5 5** Explain chapters, scenes, or stanzas provide overall structure **RL.5.6** Point of view influences how events are described **RL 5.7.** Analyze visual & multimedia contributions **RL.5.9** Compare/contrast stories' themes/topics	**RL. 5.1 & RI 5.1** Quote accurately from text to answer and infer **RL. 5.2 & RI 5.2.** Summarize text & determine main ideas **RI 5.3** Explain relationships b/w individuals, events, ideas/concepts **RL 5.4 & RI 5.4** Meaning of academic/domain-specific words/phrases **RI 5.5** Compare/contrast text structures **RI 5.6** Analyze multiple accounts of the same event **RI 5.7** Draw on information from multiple print/digital **RI 5.8** Integrate information from several texts on the same topic **RI 5.9** Integrate information from several texts on the same topic
READING FOUNDATIONAL STANDARDS IN EACH UNIT	**RF 5.3** Phonics/decoding, multisyllabic words **RF 5.4** Fluency	
WRITING STANDARDS ACROSS UNITS	Writing Types: **W.1** Opinion (to a source); **W.2** Informational Writing Process and Routine Writing: **W. 5.4** development and organization, **W. 5.5** Plan, revise, edit, **W. 5. 8** Gather & sort info, summarize/ paraphrase **W. 5.10** Routine writing	
WRITING STANDARDS CENTRAL TO THIS UNIT	**W 5.3 Write Narrative pieces (core writing of Trimester 1)** **W5.4** Development and organization **W5:5** Plan, revise, edit **W5.8** Recall relevant information from experiences	**W 5.3 Write Narrative pieces (core writing of Trimester 1)** **Note: after Tri. 1 – begin focus on Informational for performance task.** **W 5.2** Write to inform or explain. (performance task) **W 5.8** Gather & sort info, summarize/paraphrase (performance task)

Are you engaged in learning?

If you are engaged in learning, you should be

- ☐ ... ready to learn.
- ☐ ... sitting up straight.
- ☐ ... paying attention.
- ☐ ... listening.
- ☐ ... thinking.
- ☐ ... participating.
- ☐ ... doing your best work.

Student engaged in learning.

Student not engaged in learning.

Choose to Always Do Your Best!

Lincoln Elementary School

Rules

Be:

***R**espectful*

***R**esponsible*

***R**esults Driven*

1. **Treat Everyone and Everything with Respect.**
2. **Be Responsible for your work and actions.**
3. **Always get the best Results!**

2017-2018
RRRoaring with Success
Individual Student

_____ was:

☐ espectful
☐ esponsible
☐ esults Driven

_____
Staff Initials

2017-2018
RRRoaring with Success
Individual Student

_____ was:

☐ espectful
☐ esponsible
☐ esults Driven

_____
Staff Initials

2017-2018
RRRoaring with Success
Individual Student

_____ was:

☐ espectful
☐ esponsible
☐ esults Driven

_____
Staff Initials

2017-2018
RRRoaring with Success
Individual Student

_____ was:

☐ espectful
☐ esponsible
☐ esults Driven

_____
Staff Initials

2017-2018
RRRoaring with Success
Individual Student

_____ was:

☐ espectful
☐ esponsible
☐ esults Driven

_____
Staff Initials

2017-2018
RRRoaring with Success
Individual Student

_____ was:

☐ espectful
☐ esponsible
☐ esults Driven

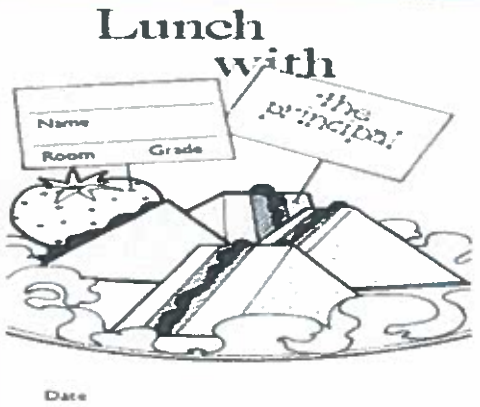
_____
Staff Initials

Gold Ticket Prizes for Entire Class

20 Tickets = Pencil

50 Tickets = Popcorn Party

100 Tickets = Field Day



Congratulations!

You have earned lunch with the Principal!

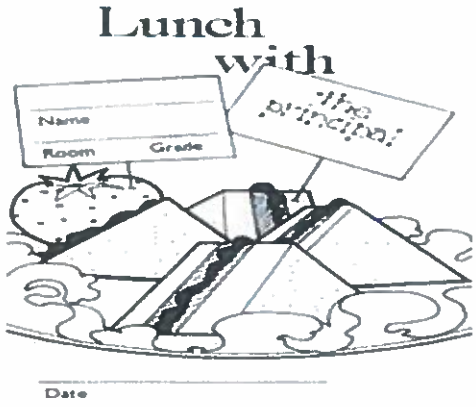
Name:

Teacher:

Date:

Time:

Location:



Congratulations!

You have earned lunch with the Principal!

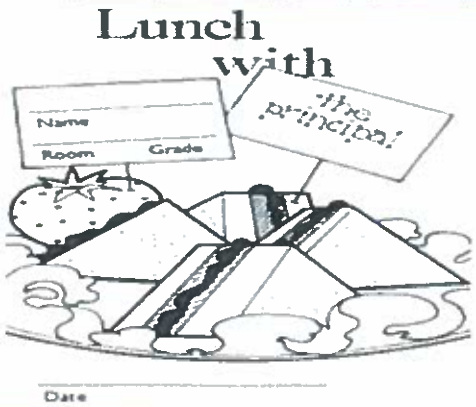
Name:

Teacher:

Date:

Time:

Location:



Congratulations!

You have earned lunch with the Principal!

Name:

Teacher:

Date:

Time:

Location:

Congratulations!

You have earned lunch with the teacher of choice

Name: Your Class:

Who You're Eating Lunch With:

Date:

Time:

Location:

Congratulations!

You have earned lunch with the teacher of choice

Name: Your Class:

Who You're Eating Lunch With:

Date:

Time:

Location:

Congratulations!

You have earned lunch with the teacher of choice

Name: Your Class:

Who You're Eating Lunch With:

Date:

Time:

Location:

RRRoaring with Success Whole Class

Your whole class was:

☐ Respectful
☐ Responsible
☐ Results Driven

_____
Activity Supervisor Initials

RRRoaring with Success Whole Class

Your whole class was:

☐ Respectful
☐ Responsible
☐ Results Driven

_____
Activity Supervisor Initials

FOUR-POINT CLASSROOM MANAGEMENT STRATEGY

1. ASK FOR A SPECIFIC BEHAVIOR

2. GET 100%

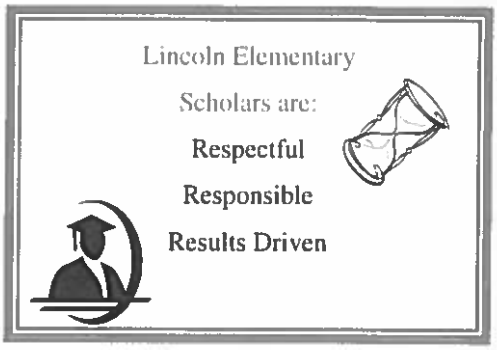
3. WAIT ...1 ... 2 ... 3

4. SAY "THANK YOU!"

Adapted from Dennis Parker

LINCOL ELEMENTARY 2017-2018
SCHOOL/CLASSROOM DICIPLINE PLAN

Dear Parents,
In order to guarantee your child and all the students in my classroom, the excellent learning climate they deserve, I am utilizing the following Discipline Plan in my class and throughout the school.
I believe all my students can behave appropriately in the classroom. In order to insure that students behave properly, I will be implementing the following class rules:



GENERAL SCHOOL RULES

1. Students will try their best in their school work.
2. Students will exhibit respect and courtesy for others.
3. Students will respect one another's properly.
4. Students will dress in school uniform and by the district dress code.
5. Absolutely no toys are allowed at school.

CLASSROOM RULES

1.
2.
3.
4.
5.

IF STUDENT CHOOSES TO BREAK A RULE

1.

2.

3.

4.

5.

6. Teacher will document inappropriate behavior and will contact parent(s) if necessary.

STUDENTS WHO BEHAVE WILL EARN

1. **Store tickets (red and blue)**

2. **Extra computer time.**

3. **Positive notes and phone calls to home.**

It is in your child's best interest that we work together in relationship to his/her schooling. Thank you for your help with the discipline program. Please sign below and return that portion to school. If you have any questions or comments, please feel free to contact me.

I have read and understand the discipline plan for your classroom and the school.

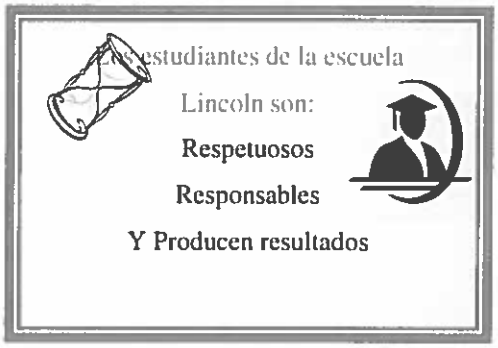
Parent/Guardian Signature	Child's Name	Teacher

LINCOLN ELEMENTARY SCHOOL 2017-2018
PLAN DE DISCIPLINA DE LA ESCUELA Y SALON DE CLASE

Estimados Padres de Familia:

Para poder garantizar en mi salón de clase que sus hijos y sus compañeros tengan un excelente clima de aprendizaje que ellos se merecen, yo voy a implementar el siguiente Plan de Disciplina en mi salón y en toda la escuela.

Yo creo que todos mis estudiantes se pueden comportar adecuadamente en el salón de clase; y para poder asegurar que así sea voy a implementar las siguientes reglas:



REGLAS GENERALES DE LA ESCUELA

1. **Los alumnos pondrán todo su esfuerzo en el trabajo que se les asigne en la escuela.**
2. **Los alumnos deberán mostrar cortesía y respeto con sus compañeros.**
3. **Los alumnos respetaran todos los artículos propiedad de sus compañeros.**
4. **Los alumnos vestirán su uniforme escolar de acuerdo al código del distrito escolar.**
5. **Esta absolutamente prohibido traer cualquier tipo de juguetes a la escuela.**

REGLAS DEL SALON DE CLASE

1.
2.
3.
4.
5.

SI EL ALUMNO DECIDE NO RESPETAR LAS REGLAS

1.
2.
3.
4.
5.

6. **El Maestro documentará cualquier conducta inapropiada y se pondrá en contacto con los padres si lo considera necesario.**

LOS ALUMNOS QUE SIGAN LAS REGLAS SE HARAN ACREDORES A

1. **Boletos azules para la tienda (rojo y azul)**
2. **Tiempo extra en la computadora**
3. **Notas positivas y llamadas a casa**

Es muy importante que trabajemos juntos en la educación de su hijo, ya que es para beneficio. Gracias por su ayuda en el plan de disciplina. Por favor firme la porción de abajo y regrésela a la escuela a la brevedad posible. Si tiene alguna pregunta o comentario, por favor no dude en contactarme.

Yo leí y entendí el plan de disciplina del salón y de la escuela.

Firma del padre/madre o tutor	**Nombre del alumno**	**Maestro**

Student I.D.#: _____

Abraham Lincoln Elementary

OFFICE DISCIPLINE REFERRAL FORM

Student Name: _____ **Grade:** _____ **Referring Staff:** _____

Teacher: _____ **Date:** __/__/__ **Time of Day:** _____ a.m./p.m. **Student on an IEP :** Yes or No

Teacher Signature _____ **Student Signature** _____

Admin./Designee: _____ **Parent Signature** _____

COMMENTS: _____

_____

_____

LOCATION:

- ☐ Classroom
- ☐ Playground
- ☐ Common Area
- ☐ Cafeteria
- ☐ Bathroom
- ☐ MPR
- ☐ Library
- ☐ Parking Lot
- ☐ Bus
- ☐ Hallway/Stairs
- ☐ Off-campus
- ☐ Computer Lab
- ☐ Other Location: _____
- ☐ Unknown Location

PROBLEM BEHAVIORS:
(check the most intrusive)

- ☐ **MINOR**
- ☐ **MAJOR**
- ☐ Abusive Language/Inappropriate Language
- ☐ Physical Aggression
- ☐ Defiance/Disrespect/Non-Compliance
- ☐ Lying/Cheating
- ☐ Harassment/Bullying
- ☐ Fighting
- ☐ Disruption
- ☐ Tardy/Truancy
- ☐ Property Damage/Vandalism
- ☐ Forgery/Theft
- ☐ Dress Code Violation
- ☐ Technology Violation
- ☐ Inappropriate Display of Affection
- ☐ Inappropriate Location: _____
- ☐ Gang Affiliation Display
- ☐ Use/Possession of Tobacco
- ☐ Use/Possession of Alcohol
- ☐ Use/Possession of Drugs
- ☐ Use/Possession of Combustibles
- ☐ Bomb Threat /False Alarm
- ☐ Arson
- ☐ Use/Possession of Weapons
- ☐ Other behavior : _____

POSSIBLE MOTIVATION:

- ☐ Obtain Peer Attention
- ☐ Obtain Adult Attention
- ☐ Obtain Items/Activities
- ☐ Avoid Tasks/Activities
- ☐ Avoid Peer(s)
- ☐ Avoid Adult(s)
- ☐ Other Motivation _____
- ☐ Revenge/Retaliation

OTHERS INVOLVED: (Other students involved shall remain anonymous. Please use "Student A", "Student B", etc.)

☐ None ☐ Peer(s) ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown ☐ Other: _____

TEACHER/ADMINISTRATIVE DECISION:

- ☐ Time In Office
- ☐ Loss of Privilege
- ☐ Conference with Student
- ☐ Behavior Contract
- ☐ Time Out (Lose Recess/Lunch)
- ☐ Custodian Assistant
- ☐ Restitution
- ☐ Individualized Instruction
- ☐ Parent Contact (Date:_____)
- ☐ In-School Suspension
- ☐ Out-of-School Suspension
- ☐ Expulsion
- ☐ Other Admin Decision _____

Restorative Options:

- ○ Apology (written, verbal)
- ○ In-School Community service (assist teachers, campus beatification, mentoring)
- ○ Consult with School Police
- ○ Problem Solving/Contracting
- ○ Counseling or Intervention with: _____

Think Sheet

Name _____

Teacher _____ Date _____

The problem I am having is: _____

_____

_____

Right now I feel: _____

_____

_____

I could do this differently the next time so that I don't have this same problem again: _____

_____

_____

Stop and Think!
Your brain is your best resource. Have you really decided to turn these bad moments into a good rest of the day?

Right now I am going to begin solving this problem by: _____

_____

_____

I also think it's important that others understand that: _____

_____

_____

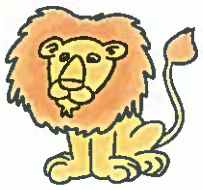
The Stop & Think Social Skills Program © 2001 by Sopris West. All rights reserved. To order: 800-547-6747. Code 1C2FORM2.3

Lincoln Elementary School

HOMEWORK PLAN 2017-2018

The Santa Ana Unified School District's Board Policy 6170 and Administrative regulations 6170 regarding homework state that "the homework program will be effective when everyone involved demonstrates a commitment to and responsibility for its success. Responsible individuals include the principal, teacher, student and parent. The following daily amount of time devoted to homework represents a minimum amount of time which homework assigned should reasonable require:

Kindergarten/First	**20-30 minutes per day**
Second	**20-30 minutes per day**
Third	**30-45 minutes per day**
Fourth	**45-60 minutes per day**
Fifth	**60 minutes per day**



At Lincoln Elementary School and in my classroom, your child will have homework daily, Monday through Friday, and occasionally over the weekend. Every child is expected to read at least 20 minutes a day. Below you will find my classroom homework schedule, my expectations and your child's responsibilities in fulfilling his/her homework.

1. _____

2. _____

3. _____

Teacher signature _____

Homework Plan Room : _____

I have read the above homework policy and expectations for your class. As a parent I will assist and encourage my child to complete his/her daily homework assignments. Should I have any questions or concerns regarding homework, I will contact you immediately.

_____ _____

Parent signature Date

Lincoln Elementary School

PLAN DE TAREA 2017-2018

La norma expedida por la Mesa Directiva del Distrito Escolar de Santa Ana bajo la regulación administrativa número 6170 especifica que "el programa de tareas es efectivo únicamente cuando todas las partes involucradas se comprometen y demuestran un sentido de responsabilidad para que ésta tenga éxito". Se entiende como partes involucradas al director de la escuela, el maestro, el alumno y los padres.

A continuación encontrará el tiempo mínimo que se le debe dedicar a la tarea de acuerdo al año escolar de su hijo:

Kinder y primer año	**de 20 a 30 minutos al día**
2-	**de 20 a 30 minutos al día**
3-	**de 30 a 45 minutos al día**
4-	**de 45 a 60 minutos al día**
5-	**60 minutos por día**

En la escuela Primaria Lincoln y en mi salón de clase, se le asignará tarea a su hijo diariamente de lunes a viernes, y ocasionalmente en fines de semana. También esperamos que cada alumno lea por 20 minutes por día. A continuación encontrará mi programa de tarea, mis expectativas y las responsabilidades de su hijo para cumplir con sus tareas.

1. _____

2. _____

3. _____

Firma del maestro _____

Plan de Tareas Salón: _____

He leido las normas sobre las tareas y las expectativas de la clase arriba mencionadas. Como padre de familia, me comprometo a ayudar y alentar a mi hijo para que cumpla con sus tareas. Entiendo también que si tengo alguna pregunta o preocupación sobre las tareas, le llamare de inmediatamente.

_____ _____

Firma del padre/madre Fecha

Teacher:_____

Attendance Plan

Regular attendance is important because:
It contributes toward high achievement & excellent grades as we work cooperatively to prepare our students for college & career.

Attendance Incentive Plan for My Class

1._____

2._____

3._____

4._____

Negative Consequences

1._____

2._____

3._____

4._____

Positive Reinforcement

1._____

2._____

3._____

4._____

Comments:

_____

_____

_____

Maestro/a: _____

Plan de Asistencia

La asistencia regular es importante porque:
Contibuye hacia el alto rendimiento y excelentes calificaciones como tabajamos cooperativamente para preparar a nuestros estudiantes para la Universidad y Carrera.

Plan de incentive de asistencia:

1._____

2._____

3._____

4._____

Consecuencias negativas

1._____

2._____

3._____

4._____

Refuerzos positivos:

1._____

2._____

3._____

4._____

Comentarios:

_____

_____

_____

NAME		STUDENT NO.	BIRTHDATE	GRADE

Santa Ana Unified School District

STUDENT CONDUCT AND ATTENDANCE POLICY

Bring this form (signed) and returned

CONDUCT WHILE AT SCHOOL

The Education Code and the California Administrative Code set forth duties of pupils concerning their attendance in the public school. As a matter of law, the admittance to and the continued attendance in a public school is a privilege and duty dependent upon compliance with the laws of the State of California, the Rules and Regulations of the State Board of Education and the Rules and Regulations of the Board of Trustees. The pupil's duties are set forth in the following:

STUDENT CODE OF BEHAVIOR.

As a student in the Santa Ana Unified School District, I realize that I have the responsibility to exercise self-discipline so that a good learning environment can be maintained and the rights of all individuals are respected.

I understand that I shall be held responsible for understanding and complying with the **STUDENT CODE OF BEHAVIOR**. I also understand that, should I violate any part of this code, I will be subject to disciplinary action which can include suspension and/or expulsion.

I further understand and agree that I will:

1.0 Demonstrate acceptable behavior in the classroom, on the school grounds and on the way to and from school.
2.0 Follow all directions of the classroom teacher and other school staff, obey the rules and regulations of each classroom, and avoid disturbing others.
3.0 Comply with the school dress code.
4.0 Make every possible effort to complete work assigned, make up work missed due to absences, and complete the required course of study.
5.0 Attend class on time and every day unless ill or with a valid excuse.
6.0 At no time make any threat to commit, attempt to commit, or commit any physical violence against school personnel or other students.
7.0 At no time deface, damage, destroy, steal, or litter school district property or the property of other persons.
8.0 At no time use profane or vulgar language or make obscene or suggestive gestures.
9.0 At no time loiter on or near school grounds.
10.0 At no time use, possess, or distribute tobacco, any controlled substance (including marijuana), narcotics, alcohol or intoxicants, weapons, or other contraband on a school campus or at times when I am under the jurisdiction of the school.
11.0 At no time possess or distribute "look-alike" drug substances or drug paraphernalia.
12.0 At no time participate in any form of "hazing."
13.0 At no time bring any form of radio, tape player or recorder, or electronic telephone beeper onto the campus.

CONDUCT AT ATHLETIC GAMES AND SCHOOL-SPONSORED ACTIVITIES

All students are reminded that school-sponsored activities, (athletic games, dances, field trips, etc.) whether at school or off campus, and regardless of time, are under the jurisdiction of the school. All those attending such functions will be expected to follow all school regulations governing proper school conduct which prohibits smoking or drinking. Violation of school regulations will result in disciplinary action.

ATTENDANCE IS IMPORTANT

Regular school attendance is important, because:

1. It contributes toward high achievement and good grades. Other than the parent, the most influential person in reducing absenteeism is the classroom teacher. Working cooperatively, the parent and teacher can positively influence student attendance, behavior and achievement.

2. IT IS THE PARENTS' RESPONSIBILITY TO CALL THE SCHOOL TO CHECK ON THEIR STUDENT'S ATTENDANCE.

The following reasons constitute valid excuse for absence:

1) **Pupil illness**
2) **Quarantine**
3) **Medical, dental, optometrist, chiropractic appointments.**
4) **Funeral services of member of pupil's immediate family.**
5) **Jury duty**

EXTENDED ABSENCES

Parents or Guardians must call the Attendance Office to report any extended absences for any reason. An extended absence is defined as MORE THAN THREE (3) DAYS.

SARB

School Attendance Review Board (SARB) diverts students with school attendance or school behavior problems from the juvenile justice system by providing guidance and coordinated community services to meet their special needs. A District SARB is made up of representatives from the district and various youth serving agencies who help a truant or insubordinate student and the student's parent(s) / guardian(s) solve problems by using community resources. If the SARB determines available community services cannot correct attendance and behavior problems, the parent will be referred to Truancy Response Program with the juvenile justice system.

SARBs guarantee students with truancy or school behavior problems a SARB hearing and review, and provide that available school and community resources are exhausted before the student is referred to juvenile court. (Ed. Code,§ 48320.)

PLEASE SIGN AND RETURN .

We have read and discussed the attendance and student conduct rules, as well as the provisions for suspension and expulsion.

Signature of Student _____ Date _____

Signature of Parent/Guardian _____ Date _____

EN ESPAÑOL AL REVERSO

Back to School Night Ideas

- Please have sign-ins
- Welcome our parents
- Provide Info/ Background about yourself
- Review Classroom Rules
- Review Schedule
- Review Expectations
  - Students
  - Parents
  - Teacher
  - Homework policy
  - Discipline Policy
  - Attendance Plan (We Beat the Bell)
- Grade Level Standards/ Expectancies
  - Measures of Academic Progress (MAP) Dibels, etc.
  - Assessments-share what they look like and what is expected.
  - Progress Report 4 pt. rubric
  - Materials-share books
- Materials to get signed-
  - Internet Permission Slip
  - Title 1 Student-Parent-Administrator Compact
  - Parents' Rights & Responsibilities Book **(to follow)**
  - Uniform Policy
  - Behavior Contracts as needed
- Other things to share/ review-
  - Local Control & Accountability Plan (LCAP) goals
  - Grading Practices
  - Fluency Goals
  - Daily Reading at Home, Math Facts Practice (Literacy & Numeracy)
  - Important Dates for the Year-(Map,ELPAC, Dibels, SBAC)
  - Materials needed for homework etc.
- Volunteers needed
  - Math facts volunteers
  - Materials Prep
  - Morning Crew (GRIP Greeters)

Encourage parents fill out a volunteer form. (Volunteer forms available in the front office)

Lincoln Elementary

Back to School Night

Parent Signature *Firma del Padre/Madre*	**Student's Name** *Nombre de alumno*	**Phone #** *# de telefono*	**Volunteer** *Voluntario*

Teacher's Name _____ Date:_____

Turn in to Office

To: All Teachers
From: Office
Subject Fieldtrip Procedures

1. Pick up forms in workroom
2. Fieldtrip/Bus Request form must be completely filled out.
   Example attached: "Trip Destination" be sure to include any side trips such as lunch stops at a park away from original destination. Also include all admission costs.
3. There needs to be a supervision ratio of one adult for 10 students. Make sure you have parent volunteers for your trip.
4. You are responsible for notifying Cafeteria Manager if you need trip lunches or if you need lunches cancelled because students will be taking their own lunches. She needs to know **at least 3 weeks before trip date**. Let Cafeteria Manager know of any changes.
5. Nutrition Services provides each fieldtrip with dedicated ice chests to ensure students lunches are transported and stored at the appropriate temperature until the time of consumption. Ice chests are checked-out prior to departure using the Ice Chest Check-In/Checkout Log with the Cafeteria Manager. Ice chests are checked-out after they have been inspected for damage. The teacher is responsible for any damage to the ice chests while in their possession. The Ice chest must be returned to the cafeteria supervisor by the end of the day.
6. You will be allowed 1 (one) bus per school year for two teachers as long as there is money available.
   ♦Remember if you have scheduled a bus for 8:00a.m., you should be ready by that time. Buses are more expensive if they are requested to be here any time before 8:30a.m. and if they return to the school later than 1:30p.m. (Best prices if scheduled to leave at 8:30a.m. and return to school site by 1:30p.m.)
7. If you ever need to cancel or change a fieldtrip after it has been processed please notify the office right away, and also call place of trip destination to change any previous reservations. Remember to check the school year calendar next to the mail boxes before you schedule your fieldtrip.
8. Please turn in all fieldtrip requests to Ana for the school year by September 29th. Fieldtrips that cannot be scheduled by this date must be turned in at least 6 weeks before fieldtrip date.
9. Student EXCLUSION: must be approved by principal and discussed with the parents prior to fieldtrip date.

Thank you!!!

Lincoln Elementary School
Fieldtrips
Teacher Information

1. Fieldtrips should be an integral part of the overall curriculum.

2. Two classrooms must schedule one bus fieldtrip.

3. Appropriate preparation as well as follow-up activities should be incorporated into your classroom lessons.

4. Students may not be asked to pay for any fieldtrip costs. You may ask for donations. No child will be excluded from fieldtrip if unable to make a donation.

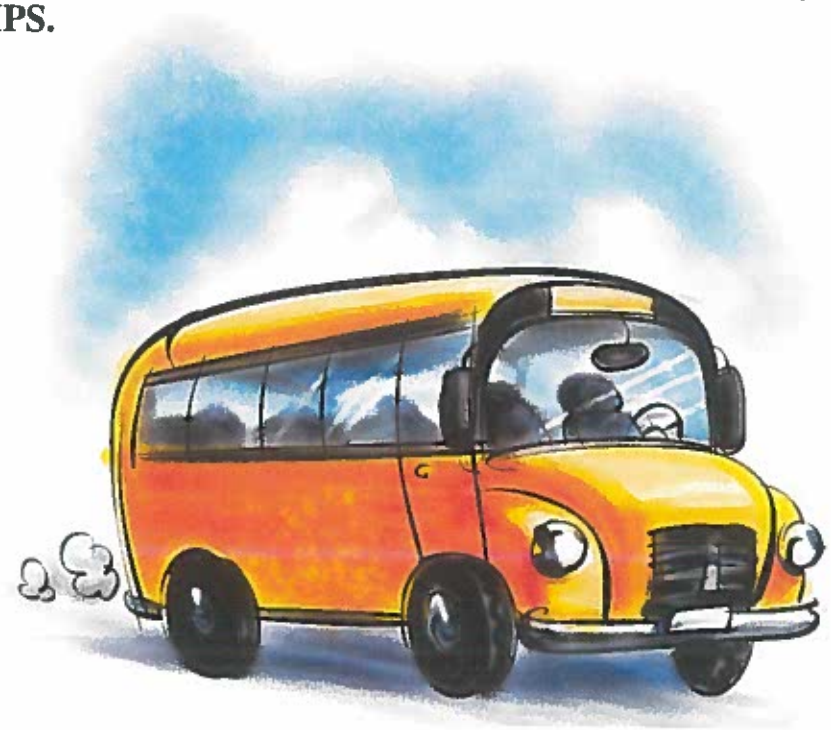
5. All fieldtrips, INCLUDING WALKING FIELDTRIPS, require submission of a fieldtrip request form and signed student activity permits.

6. Students are expected to reflect responsible behavior at all times while going to and from a fieldtrip. Good behavior is also expected at all times during the visitation.

7. If a students takes a camera on a fieldtrip, he/she is responsible if it is lost, stolen or broken.

8. It is important to adhere to the specific district fieldtrip timelines to ensure that all necessary arrangements will be made in time. (See Fieldtrip Checklist)

9. **A FILEDTRIP CHECKLIST SHOULD BE TURNED IN TO THE OFFICE BEFORE DEPARTING ON ANY FILDTRIP ALONG WITH PERMISSION SLIPS.**



FIELDTRIP REQUEST GUIDELINES
FOR YOUR INFORMATION

After you have made arrangements with the place where you will visit as to the time, date number of visitors, and costs involved, obtain a Fieldtrip Request Form from Leticia. Admission funds requested from the Student Body account need 45 school duty days before the date of the fieldtrip. Forms are sent to the Area Administrator for final approval.

PROCEDURES:

3 weeks prior to fieldtrip

☐ If you plan on taking lunches submit to the cafeteria manager a count only of those students who have a lunch ticket.

☐ Notify parents to help/chaperone. (10 to 1 ratio) Tell them:

a. Where you will be going
b. What time you want them to arrive in your class
c. What time you are scheduled to return
d. Whether they will need a lunch
e. What type of clothing is appropriate for the study trip (comfortable shoes)
f. For insurance reasons parent chaperones are not allowed to bring their children

1 week prior to fieldtrip

☐ Permission slips are required for each child that attends the fieldtrip. These must be pre-approved by the principal before being sent home. Permission slips are left in the office on the day of the trip.

☐ Obtain large cardboard boxes for sack lunches and arrange to borrow one of the school's ice chests for the student's milk.

2 days prior to fieldtrip

☐ Activity permits should be on file in the office two days before study trip.

☐ Assign students in small groups to your chaperones. Each chaperone will need a list of the students in their group. Assigning of "Student Buddy" is also a good idea.

1 day prior to fieldtrip

☐ Count the number o the people going. Check this number with the "Field Trip" form submitted to make sure there will be enough seats available.

☐ Name tags including our school name are very helpful.

Day of fieldtrip

☐ Take attendance on Aeries.

☐ Pick up First Aid Kit.

☐ Pick up lunches.

☐ List students that have been reassigned for the day, if any

_____ in room _____

_____ in room _____

_____ in room _____

☐ Student emergency list to be taken on fieldtrip.

☐ Turn in this checklist in to office.

Teacher's Signature: _____ date: _____

LINCOLN ELEMENTARY SCHOOL
UNIFORM POLICY/CODIGO DEL UNIFORME

Dear Parents,

The use of school uniforms has a positive effect on the general school environment. It helps students focus on their school work and avoid the distraction of trendy inappropriate apparel. They promote school spirit and the feeling of oneness among fellow students.

For this reason, please make sure that your child wears his/her uniform every day to school.

Thank you for your cooperation and support in implementing the Lincoln Elementary School uniform policy.

- Please call our office at (714) 972-6200 if you have any questions or stop by to pick up a copy of the dress code policy.

Estimados padres:

El uso del uniforme escolar tiene un efecto positivo en los alumnos y en la comunidad en general. El uniforme ayuda a los alumnos a concentrarse en sus estudios evitando distracciones por causa de vestuario inapropiado, a la vez fomenta el compañerismo y el espíritu escolar. Gracias por su cooperación con la implementación del código de uniforme de la escuela Primaria Lincoln.

- *Puede llamar a la oficina al (714) 972-6200 si tiene alguna pregunta o pasar a la oficina a recoger una copia de la póliza de uniformes.*

Uniform Colors/colores de uniformes

Pants/shorts/skirts/Jumpers.....Navy Blue

pantalón/pantalón corto/faldas/jumpers.....azul marino

Polo Shirts (solid Colors) .....White, Red, Navy Blue,

camisetas polo (colores solidos).....blanco, rojo, azul marino

Sweaters (solid colors) ..... Navy blue, Black, Red, White

Suetér (colores sólidos) .....azul marino, negro, rojo, blanco

Shoes must always have closed toes. No sandals/flip flops.

Los zapatos deben ser completamente cerrados siempre. No sandalias.

Lincoln Uniform Polo shirts can be worn every day.

Los polos de uniforme de Lincoln pueden usarse todos los días.

Santa Ana Unified School District

Elementary School - Instructional Minutes - 2017-18

School: Lincoln

	1-3	4-5
Number of regular days:	132	132
Number of modified days:	48	48

Regular Schedule

Grade	Beginning Time	Ending Time	Hours	Minutes	Break in minutes	Lunch in minutes	Total Minutes per Day	Number of Regular Days	Total Number of Minutes in Regular Days
1, 2, 3	8:00 AM	2:00 PM	6:00	360	16	45	299	132	39468
4, 5	8:00 AM	2:19 PM	6:19	379	16	45	318	132	41976

Modified Days

Grade	Beginning Time	Ending Time	Hours	Minutes	Break in minutes	Lunch in minutes	Total Minutes per Day	Number of Modified Days	Total Number of Minutes in Modified Days
1, 2, 3	8:00 AM	12:57 PM	4:57	297	16	45	236	48	11328
4, 5	8:00 AM	1:20 PM	5:20	320	16	45	259	48	12432

Grade	Total Regular Minutes	Total Modified Minutes	Total Instructional Minutes	State Ed Code	Total 1200 Flex minutes per CBA: Flex Instructional Minutes	Total 1200 Flex minutes per CBA: Flex Non Instructional Minutes 13 Collaboration Meetings (780 minutes)	Number of minutes over Flex Minutes	**Total number of Instructional minutes for 182 Instructional Days (*)**
1, 2, 3	39468	11328	50796	50400	396	804	0	**51455**
4, 5	41976	12432	54408	54000	408	792	0	**55105**

(*) Total number of minutes is calculated on a 180 days then added the two instructional days bargained in 2015-16

	Instructional minutes per day		
Minimum Instructional Minutes per Day	Regular Day	Modified Day	
230	299	236	ok
240	318	259	ok

05/16/2018

Santa Ana Unified School District

Elementary School Modified Days for 2017-18 School Year

16-Aug	Collaboration	24-Jan	Collaboration
23-Aug	Staff Meeting	31-Jan	Staff Meeting
30-Aug	Back to School Night week no meeting	7-Feb	Collaboration
1-Sep	Friday of Back to School week no meeting	14-Feb	Staff Meeting
6-Sep	Staff Meeting	21-Feb	Collaboration
13-Sep	Collaboration	28-Feb	Staff Meeting
20-Sep	Staff Meeting	5-Mar	Parent Conferences
27-Sep	Collaboration	6-Mar	Parent Conferences
3-Oct	Parent Conferences	7-Mar	Parent Conferences
4-Oct	Parent Conferences	8-Mar	Parent Conferences
5-Oct	Parent Conferences	9-Mar	Parent Conferences
6-Oct	Parent Conferences	14-Mar	Staff Meeting
11-Oct	Staff Meeting	21-Mar	Staff Meeting
18-Oct	Collaboration	28-Mar	Collaboration
25-Oct	Staff Meeting	11-Apr	Staff Meeting
1-Nov	Collaboration	18-Apr	Open House week no meeting
8-Nov	Staff Meeting	20-Apr	Friday of Open House no meeting
15-Nov	Collaboration	25-Apr	Collaboration
29-Nov	Staff Meeting	2-May	Staff Meeting
6-Dec	Collaboration	9-May	Collaboration
13-Dec	Staff Meeting	16-May	Staff Meeting
20-Dec	Collaboration	23-May	Collaboration
10-Jan	Collaboration	30-May	Collaboration
17-Jan	Staff Meeting	31-May	Last day of Instruction

Staff Meeting *	**21**	(Two a month)
Collaboration	**13**	
Back to School *	**2**	Wed and Friday
Open House *	**2**	Wed and Friday
Friday before Winter Break *	**0**	
Friday before Spring Break *	**0**	
Last day of the school year *	**1**	
Parent Conferences *	**9**	
Total	**48**	

(*) Modified not collaboration days

Lincoln Elementary School
2017-2018
Modified Day Bell Schedule

8:00	Early Bird Kinder Begins Instruction begins 1st-5th grade	(bell)
9:40-9:50	Early Bird Recess	
9:55	Late Birds Begin	
9:45	First Recess Begins-1st/2nd Grades	
10:01	End of First Recess	(bell)
10:00	Second Recess Begins-3rd Grade	
10:16	End of Second Recess	(bell)
10:20	Third Recess Begins 4th/5th Grades	
10:36	End of Third Recess	(bell)
11:10	ALL Kinder Lunch	
12:00	Early Bird Kinder Dismissal	
12:55	Dismissal for grades 1st – 3rd	
1:30	Late Bird Kinder Dismissal	
1:18	Dismissal for grades 4th & 5th	(bell)

<u>Lunch Schedule</u>

Late Bird Breakfast	9:30-9:50	
All Kinder Lunch	11:10-11:50	
Grade 1	10:45 - 11:30	(bell)
Grade 2	11:15-12:00	(bell)
Grade 3	11:45-12:30	(bell)
Grades 4/5	12:15-1:00	(bell)

*The bell will ring at the end of each lunch period.

7/31/17

Lincoln Elementary School
2017-2018
Regular Day Bell Schedule

8:00	Early Bird Kinder Begins Instruction begins 1st-5th grade	(bell)
9:40-9:55	Kinder Early Bird Recess	
9:45	First Recess (1st & 2nd grade) Begin	
9:55	Late Bird Kinder Begins	
10:01	End of First Recess	(bell)
10:00	Second Recess Begins-3rd Grade	
10:16	End of Second Recess	(bell)
10:25-10:40	Third Recess Begins 4th/5th Grades	
11:43	All Kinder Lunch	
10:36	End of Third Recess	(bell)
12:00	Early Bird Kinder Dismissal	
2:00	Dismissal for grades 1st-3rd	(bell)
2:08	Late Bird Kinder Dismissal	
2:19	Dismissal for grades 4th & 5th	(bell)

Lunch Schedule

Late Bird Breakfast	9:35-9:55	
All Kinder Lunch	11:43-12:28	
Grade 1	10:45-11:30	(bell)
Grade 2	11:15-12:00	(bell)
Grade 3	11:45-12:30	(bell)
Grades 4/5	12:15-1:00	(bell)

*The bell will ring at the end of each lunch period.

7/31/17

Santa Ana Unified School District **2017-2018** Academic School Calendar

JULY 2017

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

4 Holiday - Independence Day

Instructional Days: 0

AUGUST 2017

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

11 Duty Day - Student Free Day
14 First Day of Fall Instruction
25 Modified Day (HS)
Back to School Night: HS: 8/24, & ES: 8/31

Instructional Days: 14

SEPTEMBER 2017

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4 Holiday - Labor Day
7 Back to School Night (IS)
21 6 Week Progress Reports (K-12)
22 Duty Day - Student Free Day (K-12)
Modified Day: ES: 9/1, & IS: 9/8

Instructional Days: 19

OCTOBER 2017

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2 Duty Day - Student Free Day (ES/IS) Parent Conferences
Modified Day/Parent Conferences: ES: 10/3 - 10/6

Instructional Days: ES/IS: 21, HS: 22

NOVEMBER 2017

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

3 **End of Trimester: (ES-57 Days)/ Progress Reports: 12 Week** (IS/HS)
Holiday
Non-Instruction - Thanksgiving Recess

Instructional Days: 18

DECEMBER 2017

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21 End of Semester(**HS 88 Days**)/Modified Day(IS/HS) **Progress Reports: 6 Week (ES)**
22 Duty Day - Student Free Day (HS)/End of Semester/Modified Day **(IS) 88 Days**
Modified Day: HS: 12/19, & K-12: 12/20
Holiday
Non-Instruction - Winter Recess

Instructional Days: HS: 15, ES/IS: 16

JANUARY 2018

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1 Holiday
8 First Day of Spring Instruction (IS/HS)
15 Holiday - Martin Luther King, Jr. Day
Non-Instruction - Winter Recess

Instructional Days: 17

FEBRUARY 2018

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

12 Holiday - Lincoln Day
19 Holiday - Washington Day
22 End of Trimester: (ES-62 Days)
23 Duty Day - Student Free Day (K-12)
6 Week Progress Reports (IS/HS)

Instructional Days: 17

MARCH 2018

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

29 Open House: HS
Modified Day/Parent Conferences: ES: 3/5 - 3/9, HS: 3/30

Instructional Days: 22

APRIL 2018

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

13 **Progress Reports:**K-12
Open House: ES: 4/19, IS: 4/26
Non-Instruction - Spring Recess
Modified Day: ES: 4/20, IS: 4/27

Instructional Days: 16

MAY 2018

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

28 Holiday - Memorial Day
31 Last Day of Instruction-End of Semester (**IS/HS-94 Days**)/ End of Trimester (**ES-63 Days**)
Modified Day (K-12)
Modified Day: IS/HS: 5/29 & K-12: 5/30

Instructional Days: 22

JUNE 2018

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 Duty Day - Student Free Day

Instructional Days: 0

IMPORTANT INFORMATION

1. **First Day of Service:** August 11, 2017
2. **First Day of Instruction:** August 14, 2017
3. **Last Day of Service:** June 1, 2018

Modified Wednesday ES/IS — Modified Day (see legend)

DAYS OF INSTRUCTION

1. Students attend school **182** days
2. Parent Conferences: **Elementary School (ES):** October 2-6, 2017
   Elementary School (ES): March 5-9, 2018
   Intermediate School (IS): October 2, 2017

Duty DAYS

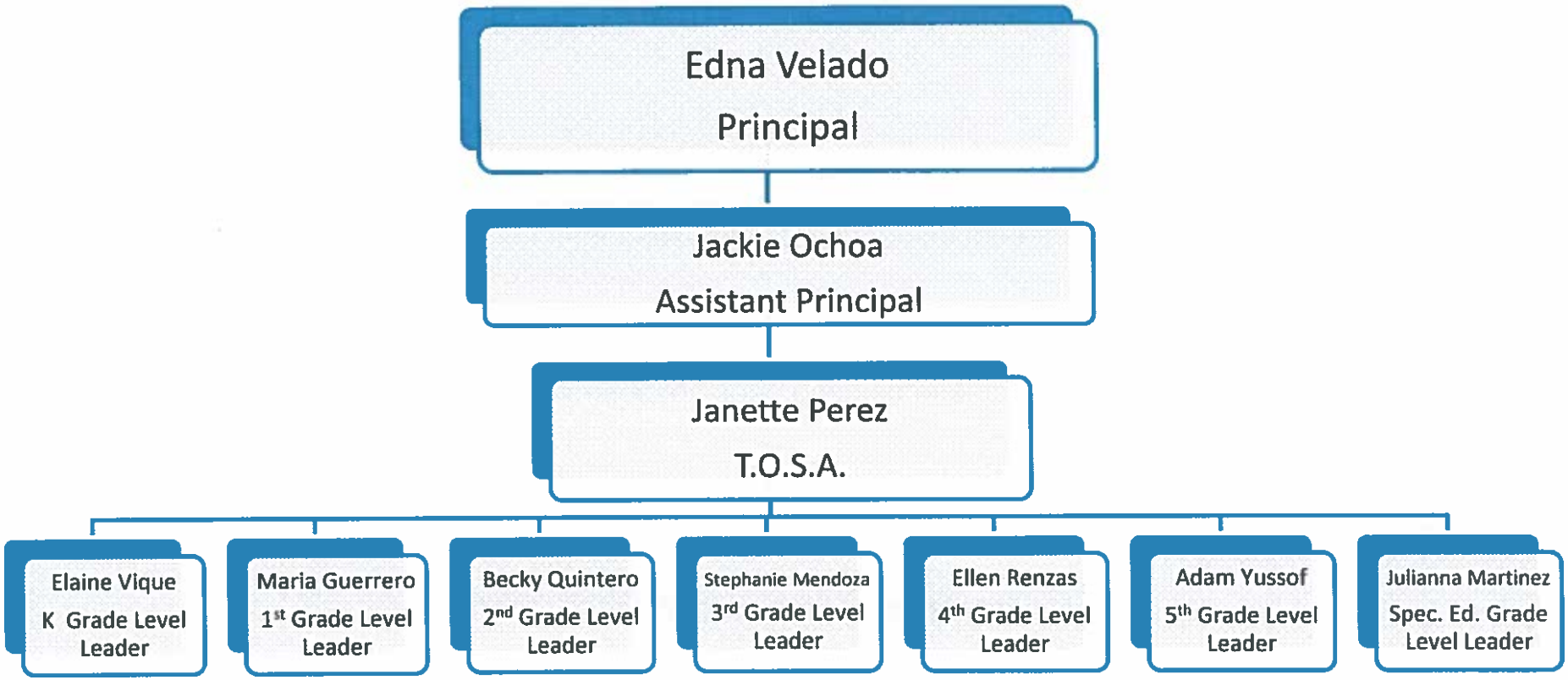
Teacher Duty Days: **187 (5 Student Free Duty Days)**

K-12: September 22, 2017 & February 23, 2018
Elementary/Intermediate: October 2, 2017
High School: December 22, 2017

Board Approved: January 24, 2017

1/27/20175:53 PM

2016-2017 Abraham Lincoln Elementary Chain of Command



Lincoln Elementary

2017-2018

Teacher	Grade	Room	Ext.
Mendoza, E.	Pre-K	32	46241
Garcia/Yaghnam	Pre-K	62	46253
Camacho/Aceves	Pre-K	61	46252
		64	46265
Johnson, L	K	33	46242
Morales, P.	K	31	46238
Simon(Kruse), T.	TK1	21	46238
Open	K	34	46243
Vique, E.	TK2	22	46239
Baker, J	1st	136	46223
Guerrero-Dueñas	1st	132	46219
Lopez, E.	1st	135	46221
Lopez, M.	1st/2nd	131	46274
Perez, J.	1st	134	46278
Cerri, A	2nd	124	46247
Jimenez, M.	2nd	121	46212
Quintero, R.	2nd/3rd	130	46224
Sterling-Miller, C	2nd	125	46257
Joslin, K	3rd	222	46235
Mendoza, S.	3rd	128	42626
Romeo. A.	3rd	129	46225
Villaverde, E.	3rd	224	46232
Eastman, J.	4th	223	46258
Lund, E.	4th	225	46281
Perez, A	4th	229	46222
Renzas, E.	4th	227	46276
Wagstaff, V.	4th	230	46236

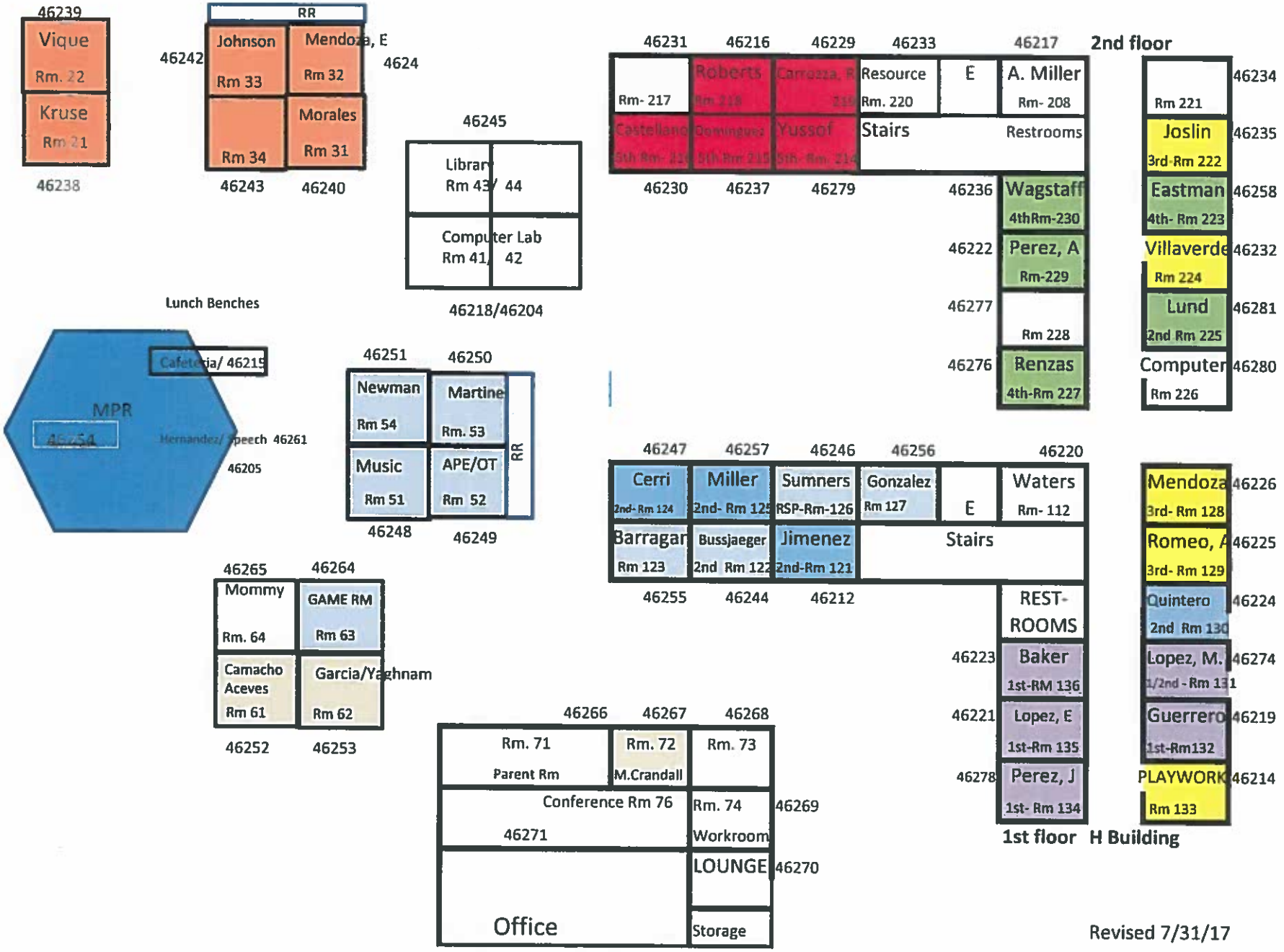
Lincoln ES
425 S. Sullivan St
Santa Ana, CA 92704
(714)972-6200 phone
(714)972-6299 fax

Teacher	Grade	Room	Ext.
Carrozza, R	5th	219	46229
Castellanos, X.	5th	216	46230
Dominguez, N.	5th	215	46237
Roberts, W.	5th	218	46216
Yussof, A.	5th	214	46279
Bussjaeger, J.	M/M 3-5	122	46244
Barragan, R.	M/M K-2	123	46255
Gonzalez, M.	RSP	127	46256
Martinez, J.	Sucsess	53	46250
Newman, H.	Sucsess	54	46251
Sumners/Hermocillo	M/M K	126	46246

Adaptive PE/OT	Room 52	46249
Adult Classes	Room 71	46266
Cafeteria	Jessica Colin	46215
Computers (226)	Michael Lopez	46280
Computers (41/44)	Michael Lopez	46218/46213
Counseling	Rm 220	46233
Custodian	Jorge Rios	46263
Engage 360 (MPR)	E. Guzman	46228
Library (42/43)	Z. Reyna	46245
Lounge	Rm 75	46270
Multipurpose Rm	MPR	46254
Music (51)	M.Guy	46248
Playworks (133)	Coach Nate	46214
Project Foster (217)		46217
Psychologist (208)	A. Miller	46205
Resource	Rm. 12	46259
Resource (63)	Game Rm	46264
Science Rm (221)		46234
Socialization	Rm 64	46265
Speech (112)	L. Waters	46220
Speech (14)	S .Hernandez	46261
Speech (72)	M .Crandall	46267
Staff Dev. Room	Rm 76	46271

Revised 7/31/17

Edna Velado	Principal	46201
Jackie Ochoa	Ass't Principal	46206
Ana Enriquez	Office Mgr.	46208

Victoria Bainbridge	Nurse (M&F)	46273
Ruth Vega	(LVN)8:00-1:00	46273
Karen Buckley	Site Clerk	46285
Johan Arana	Site Clerk	46275

LINCOLN ELEMENTARY SCHOOL
2017-2018