

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**Summary**  
**2015-16**



**Abraham Lincoln Elementary School**

**Superintendent**  
Rick Miller, Ph.D.

**Board of Education**

John Palacio – Board President • Rob Richardson–Vice President  
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Abraham Lincoln Elementary School  
Vision Statement**

Abraham Lincoln Elementary is a school of diverse 21st Century learners who are mastering challenging academic standards. We pride ourselves in educating scholars who are independent problem solvers and critical thinkers, successful in the global community. Lincoln staff will work collaboratively as a team with parents and the community to ensure that students acquire and demonstrate the knowledge, skills and values necessary for becoming exemplary, responsible and respectful citizens.

**Abraham Lincoln Elementary School  
Mission Statement**

It is the mission of Abraham Lincoln Elementary School to effectively and rigorously provide equitable access to the Common Core State Standards. In order to achieve academic excellence, students will receive a high quality curricular and instructional program, accessible from school and home. Our dedicated Lincoln staff, along with parents and students, will set achievement goals based on assessment data and will continuously monitor academic growth. The Lincoln Community of students, parents and staff, will continue with our three "R" values (Respectful, Responsible and Results Driven) providing a healthy, safe and secure environment in which to learn.

**School Profile**

**Enrollment/Demographic Data**

**School Enrollment Trends**

Grades	2012-13	2013-14	2014-15
<b>K</b>	196	165	159
<b>1</b>	198	185	155
<b>2</b>	174	180	184
<b>3</b>	157	154	166
<b>4</b>	170	153	155
<b>5</b>	150	164	155

**Percent Actual Attendance**

2012-13	2013-14	2014-15
96.50	96.88	97.57

**Student Demographic  
by Ethnicity**

	2013-14	2014-15
<b>American Indian or Alaska Native</b>	0 (0%)	0 (0.0%)
<b>Asian</b>	15 (1.50%)	12 (1.2%)
<b>Pacific Islander</b>	2 (0.20%)	3 (0.3%)
<b>Filipino</b>	0 (0%)	1 (0.1%)
<b>Hispanic or Latino</b>	975 (97.40%)	944 (96.9%)
<b>African American</b>	1 (0.10%)	3 (0.3%)
<b>White (not Hispanic)</b>	3 (0.30%)	8 (0.8%)
<b>Multiple or No Response</b>	0 (0%)	0 (0.0%)
<b>Total Enrollment</b>	1001	974

## **Student Achievement Goals**

### **Goal I: Vision and Standards: High Expectations, Culture and Leadership**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

*LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.*

*LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.*

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**School Goal:** All Lincoln scholars will excel in acquiring and mastering academic standards and 21st Century knowledge, skills and values necessary to continue to develop a diligent work ethic that will help them to be successful and productive in their academic and career pursuits. Furthermore, all Lincoln staff, parents and community will work in a caring and competent manner to ensure our scholars develop a positive character and become productive and contributing members of the local and global community. Also, Lincoln school will maintain a secure, inviting, healthy, clean, orderly and attractive school buildings and grounds that promote the safety, pride, and wellness of all stakeholders in order to increase student achievement in the 2015-16 school year. In addition, PTA will increase membership in order to welcome and encourage parents and staff to work together and, through mutual trust and respect, build a foundation upon which everyone's input will be valued as an integral part in the decision making efforts to increase student achievement. Lincoln Elementary will continue to support district efforts to ensure students successfully attend and graduate from high school.

### **Leadership will be shared with all stakeholders in order to ensure that processes are in place to carry out, monitor and communicate the school's vision, mission, goals, and action plan.**

- Conduct Instructional Leadership Team (ILT) meetings to focus on the effective school-wide implementation of the new California State standards and district adopted best practices.
- Hold collaborative grade level and staff meetings to analyze student achievement data to identify standards that need to be retaught, develop action plans for intervention, and to provide additional professional development as needed in order to learn about and implement effective instructional strategies.
- Communicate to parents by means of newsletters, parent meetings and parent/teacher conferences to share the action plan to carry out the school vision, mission and core values.
- Illuminate provides the tools needed to access the results of state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze state, district, and classroom assessment data against demographic and administrative data to identify trends in student grade level academic achievement, pinpoint specific areas in need of intervention, target and prioritize students most in need of academic support, develop plans for improving achievement based upon the analysis of these results.

### **All Lincoln students will participate in both the Positive Behavior Intervention and Supports (PBIS) and Progressive Discipline Programs. Furthermore, parents in the community will be invited to become "greeters" whereby they collaborate to greet and welcome students and families into our fold on a daily basis in order to create a secure, safe, respectful, rules-abiding school environment.**

- Training on the PBIS and Progressive Discipline Program. Promote and model the positive characteristics of the PBIS program. Frequently delivered incentive awards and recognition of students who are respectful, responsible and results oriented. Provide counseling services to Tier III identified students.
- Parent volunteers will be recruited to assist in the OC GRIP morning "greeter" program.

### **Teachers will use technology to implement school programs.**

- Monthly display of class attendance in office and rewards for top attendance by class.
- Formal documentation of student discipline issues including the consequences applied
- Accelerated Reader Program in every classroom
- ST Math Program and License
- Lexia Core5 and Smarty Ants Reading Program in every classroom

**Facilitated by the implementation of the PBIS program, all stakeholders will share the responsibility of maintaining a safe, clean, orderly and attractive school buildings and grounds; thereby supporting LCAP Goal #3: Safety and Climate. In addition, in order to promote college readiness for all, Lincoln Elementary joins No Excuses University Network of Schools to create a culture of universal achievement where all stakeholders believe that each student is capable of meeting academic standards in reading, writing and math and they have the power to make that happen.**

- Reminders to staff and students of the importance of taking care of school property. Blue and Gold tickets are awarded to individual students and groups of students to acknowledge their efforts. Monitor grounds and buildings.
- Teachers will be encouraged to adopt a college or university and expose all students to the preparation and requirements necessary to seek admission to similar colleges/universities.
- In order to increase attendance, interest in college readiness, develop positive character traits such as teamwork, sportsmanship and fair play, selected students will engage in after school soccer through the STEM through Soccer program C2C.

### **Goal IIa: Reading Across the Curriculum**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

#### **School Goal:**

All students will improve their English Language Arts scores by 10% as evidenced by the District Benchmark Assessments administered three times a year, DIBELS, MAP, STAR Renaissance and California Assessment of Student Performance and Progress (CAASPP) Assessment and the California Alternate Assessments (CAA) by June 2016.

At Lincoln Elementary, a new baseline for scoring will be determined by the first District Benchmark. To ensure career and college readiness, all students at Lincoln Elementary will be provided access to a standards-aligned grade level curriculum via the district adopted OCR instructional program, the implementation of Common Core standards, web based reading programs, and the provision by classroom teachers of intervention programs and/or before and after school tutoring.

#### **Lincoln Elementary School will align instruction, strategies, and materials with Common Core State content standards by:**

- Continue to fully implement the District adopted Open Court Program and in doing so effectively teach the grade level standards, skills, and concepts to all students.
- Follow the District's ELA Curriculum Map to ensure that students are taught all grade level standards and skills in a systematic manner.
- Prepare students for the Common Core State Standards, by using the District published Common Core State Standards Units of Study and providing students with the opportunities to: access complex text, engage in collaborative academic conversations, and conduct performance tasks to demonstrate mastery of learned standards.
- School-wide Reading Campaign with the support of ELAC subcommittee to improve reading comprehension and fluency for English Language Learner Students and English Only Students.
- Lincoln school commits to focus on developing and expanding the use of students' comprehension skills, academic vocabulary and higher order thinking skills by reading across the curriculum and engaging them in collaborative academic conversations.
- Teachers will administer DIBELS Next Assessment to measure students' progress and analyze the data in order to develop and implement additional instructional strategies and interventions to increase students' performance in Reading.

#### **Extended Learning Opportunities**

- Open Court Reading Workshop time, where the teacher differentiates instruction to both small groups and individual students on a daily basis by using the English Learner Support Guide (ELSG), Re-teach, Challenge, and Intervention Guides
- Homework assistance and tutoring provided for first through fifth grade students during the After-School program.
- Kindergarten through fifth grade students will use the computer-based Accelerated Reader Program both at school and home to further hone their comprehension skills.
- Document Cameras and LCD projectors used in all classroom to enhance instruction with visual aids.
- Oral and choral reading will be enhanced by tracking of the displayed passages using the document camera.
- The writing process will be modeled to the whole class using the document camera and SMART Boards
- Computer stations stocked with computers and laptops will be acquired to stream videos as well as explore websites for an entire class in order to support instruction.
- Small Group Instruction Before and After School with English Language Learner Students
- Daily in-classroom Intervention instruction for under-performing EL students

#### **Increased Access to Technology**

- Kindergarten through fifth grade students will use the Accelerated Reader Program to further hone their comprehension skills.
- Document Cameras and LCD projectors used in all classroom to enhance instruction with visual aids.
- Oral and choral reading will be enhanced by tracking of the displayed passages using the document camera.
- The writing process will be modeled to the whole class using the document camera.
- Computers employed both at school and home to run technology-based programs will provide personalized opportunities to learn basic

reading skills

- Headphones will enable students to independently progress through technology based reading programs with no distractions.
- Bi-monthly grade level meetings to analyze data and student work in order to drive instruction.
- Kindergarten through fifth grade students will use the Smarty Ants Adaptive Reading Program to further provide a systematic and individualized web-based instruction that allows students to learn and practice their literacy skills both at school and home.

#### **Staff Development and Professional Collaboration**

- Bi-monthly staff development on the Strategic Schooling Model.
- Bi-monthly grade level meetings to analyze data and student work in order to drive instruction.
- Administration will meet with teachers during scheduled data chats to discuss student performance on assessment and discuss ideas to improve instructional planning.
- Administration will schedule SST meetings with teachers and parents to discuss student academic and behavioral struggles and set up measurable learning goals to improve student performance

#### **Parent Involvement and Community**

- Administration will meet monthly with parents during parent meetings to educate parents on Data, Best Practices, Accountability, ELA Instruction, Standards

#### **Goal IIb: Writing Across the Curriculum**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

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**School Goal:** Through the implementation of the District Writing Program and the Common Core State Standards Units of Study, Lincoln School will ensure that all students will work toward reaching proficiency through the implementation of the District adopted Open Court Reading Program Common Core Units of Study. District Benchmark writing assessments administered three times a year will be employed to monitor progress and guide instruction.

#### **Lincoln Elementary School will align instruction, strategies, and materials with content standards.**

- Teachers will administer district writing assessment and input results in Illuminate. During collaborative meetings and Data Chats with administrators, teachers will analyze writing data to measure progress and implement additional instructional strategies and interventions to increase students' performance in writing.
- Teachers utilize the standards-based district adopted writing binders, supplemental printed materials as well as the Common Core State Standards Units of Study materials.
- Teachers will identify and integrate supplemental instructional strategies and materials including GLAD, Thinking Maps, Frontloading/Focused Approach to provide students with vocabulary, content, organization and other skills necessary to succeed in writing across the curriculum.
- During collaborative meetings and Data Chats with administrators, teachers will analyze writing data to measure progress and implement additional instructional strategies and interventions to increase students' performance in writing.
- Teachers will employ the standards-based district approved writing lessons and prompts posted in the district's web site to help teachers implement the Focused Model Writing strategy to promote writing across the genres and enable all students to become proficient writers.

#### **Lincoln will provide extended learning opportunities to all students.**

- Provide academic support during OCR Workshop time for students who score below proficiency in writing as determined by the OCR unit assessments and informal observations.
- Students will write and publish expository research papers which will be compiled into classroom anthologies with one copy made available in the library for check out.
- After school tutoring provided by Engage 360 After School Program and teachers.

#### **Students will have increased access to technology.**

- All Lincoln Staff will use computers and internet access, ELMO digital presenters, digital cameras or SMART Boards to enhance and support writing instruction for English Language Learners. All teachers have access to challenging, engaging, standards-based lesson plan ideas and strategies posted on district web site.

- All students including Special Education and English Learners will have the opportunity to conduct research on the internet, use word processing and spreadsheet programs to create standards based writing projects, and make presentations using power point or SMART Boards.
- All teachers have access to challenging, engaging, standards-based lesson plan ideas and strategies posted on district web site.
- All students will have equitable access to a high quality curricular and instructional program that is accessible at school and home.

**At Lincoln, staff participate from staff development and collaborate professionally.**

- Staff will be encouraged to attend district provided training and workshops for writing.
- In order to increase consistency, objectivity, and fairness in scoring student writing samples, teachers will collaborate in their grade levels to discuss and reach consensus on the uniform application of the district provided rubrics to identify exemplary anchor papers.
- During collaboration meetings teachers will analyze student writing performance and share best practices and instructional strategies to address students' individual writing needs
- Teachers will participate in training on best practices and strategies to implement the Common Core State Standards and address the needs of English Language Learners.

**Involvement of parents and community.**

- Parents will have opportunities to visit classrooms and view posted student writings during Back to School Night, Open House, Parent Conferences
- Students will be recognized for making progress in writing during end of the trimester assemblies
- Administration will meet with parents and the community at large during parent meetings to disseminate information and receive input, comments, and concerns regarding students' writing skills.

**Goal IIc: English Language Development**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

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**School Goal:** Lincoln's ILT identified ELD as one of the areas that needs to be addressed. By June 2016, 10% of LEP students will make progress from the previous year's English language proficiency assessment by moving up a proficiency level in the 2015-16 CELDT. 10% will score Early Advanced /Advanced on the 2015-16 CELDT, 15% percent will reclassify by end of the school year, and 65% English Learners will, at minimum, reclassify within 5 years of entering program. Lincoln will meet all the AMAO growth targets.

**Align instruction, strategies and materials with state standards.**

- ELs will be placed in flexible groupings at the beginning of the school year according to the English proficiency level determined during the previous CELDT administration. Flexible groupings will include students with similar areas of need as determined by the CELDT scores. The instructional focus will be to strengthen the groups' area of need (Listening, Speaking, Reading, Writing).
- Follow District's Systematic ELD Instructional Program for English Learners (ELs).
- Groups will be regrouped midyear based on the fall ADEPT results and CELDT scores released mid-year.
- Systematic ELD will focus on developing the students' proficiency in areas of need based on their performance on the CELDT subtests.
- Use a variety of supplemental materials such as IDEA Sentence Frames (2nd Grade), Vocabulary Builders (K-1), English to a Beat(2nd-3rd), and Explorations (4th-5th)
- Differentiated content instruction using a variety of strategies such as GLAD, Frontloading, Focused Approach and Thinking Maps
- ADEPT will be administered twice a year (Fall and Spring) to 1st-5th grade ELs and during the Spring to Kindergarten in order to assess their progress in ELD.
- Field trips to provide extended learning opportunities in the S.T.E.M. (Science, Technology, Engineering, and Math) based activities such as the D.O.D. Starbase program will provide students hands on application and reinforcement of mathematical standards.

**Provide extended learning opportunities in ELD.**

- Strategic Schooling Vocabulary Campaign during the ELA Block.
- Small Group Instruction for Beginners/Newcomers.
- Small Groups ELD instruction for ELs working at an Intermediate CELDT level after 5-6 years in school.

- Students will participate in field trips which offer exposure to realia and increase academic and content-based vocabulary
- The PlayWorks program offers students opportunities to enhance their listening skills and engage in developing their speaking skills using academic language.

**Increase access to technology to enhance ELD instruction.**

- Teachers will integrate the use of technology such as ELMOS, digital cameras, computers and laptops, power point presentations, etc. to enhance ELD instructions and increase EL engagement and improve performance.
- First through third grade classrooms will be provided with earbuds with microphones that allow students to effectively interact with web-based reading program

**Provide time for staff development and professional collaboration in ELD.**

- Workshops on Collaborative Conversations, Academic Language, new ELD standards and conference attendance.
- Bi-Weekly Collaboration meetings to analyze the data, discuss ELD progress, identify and share best practices.
- District will provide training in the use of ELD Supplemental materials.

**Involve parents and the community in ELD.**

- Parent Notification Letters are sent home to notify parents of their child's performance on the CELDT. ELAC and DLAC Meetings for parents to provide input into the school's program for ELs and make recommendations to the SSC.
- SSC and ELAC Meetings to share information about student achievement and specific needs of EL's.
- Conduct parent informational meetings to explain English proficiency levels, identification and placement process, types of instructional programs available, CELDT assessment, reclassification process, notification of school-wide performance on CELDT assessment.
- Parents will be invited to attend Monthly award ceremonies to honor their children for their accomplishments in ELD, and for meeting Reclassification criteria.
- Students will demonstrate their level of self-efficacy, pride and self-confidence in their acquisition and use of their oral English language skills by engaging in presentation of cultural events, academic research projects, readers' theater and other language based performances in front of a large audience (parents, students)
- The sound system in the MPR will be upgraded In order to enhance student performances and presentations, thereby increasing student engagement as per LCAP goal #2.

**Implement school-wide focus on English Language Development**

- Focus on Structured Language Practice Strategies (SLPS) for ELD in all content areas and throughout the day.
- Systematically review students who are candidates for reclassification.

**Goal IIId: Mathematics**

*LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.*

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**School Goal:** Through the implementation of the SAXON Math Program and the Common Core State Standards Units of Study, all students will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade as measured on the Measure of Academic Performance (MAP) and increase their Overall Proficiency Scores by 10% from Math Benchmark 1 to Math Benchmark. District Benchmarks will be used to monitor progress and guide instruction.

**Curriculum, materials and strategies will be aligned to content standards.**

- Continue to fully implement the SBE (SAXON) Math program to ensure that all students receive grade level appropriate instruction. Supplemental instructional materials, equipment, and supplies will be made available to support this action.
- Ensure that all instructional materials are received in a timely manner before the first day of school.
- Follow the State Mathematics framework, District Math Curriculum Maps to ensure all students are being taught all grade level appropriate standards.
- Administer chapter tests, unit assessments, and SAUSD Benchmarks assessments.
- Analyze test data and plan instructional strategies and interventions based on student academic needs.
- Prepare students for the Common Core State Standards by using the District published Common Core State Standards Units of Study

and providing students opportunities to: access complex texts, hold collaborative academic conversations, explain and demonstrate mathematical reasoning, and participate in performance tasks to demonstrate mastery of standards learned.

**Extended learning opportunities in Math will be provided to all students.**

- Classroom teachers will utilize student data from the SAXON assessments and SAUSD Benchmarks to provide small group and one-on-one interventions scheduled instructional block.
- After-school Math Club to provide enrichment opportunities using technology and games

**Increased access to technology will be provided.**

- Students will be given an opportunity to use the computers in the lab to access software and Web Based programs (M.I.N.D. Research) to increase their Mathematics skills using highly motivational self-pacing drill and practice games.
- Teachers and students will use the document camera and LCD projector to model math concepts, procedures, problems, and solutions
- Teachers will use laptop computers and LCD projectors to stream math related multimedia to supplement math lessons
- MIND ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning Math.
- Fourth and fifth grade students will participate in piloting the web-based Houghton-Mifflin's Go-Math program.

**Ongoing staff development and collaboration in the area of mathematics.**

- Bi-monthly grade level meetings to analyze data and student work in order to drive instruction.
- Bi-monthly staff professional development meetings that cover Strategic Schooling Strategies related to math
- Receive on-going training on how to implement the Common Core State Standards and Units of Study to effectively teach math.
- Mini-lessons using released items.
- Math Standards Check Off.

**Involvement of parents and community with mathematics.**

- Administration will meet monthly with parents during parent meetings to educate parents on Data, Best Practices, Accountability, Math Instruction, Standards.
- Parent and Teacher conferences two times a years.
- Progress Reports informing parents of students' progress in Math.

**Goal III: Parent and Community: Partnerships for Student Learners**

*LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.*

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**School Goal:** In order to build a strong partnership that contributes to student achievement and the creation of a healthy, safe and secure school environment, Lincoln Elementary will provide abundant opportunities for strengthening an inclusive, responsive, supportive, respectful and collaborative environment for all parents and stakeholders via a strong and effective two-way communication system. In addition, All stakeholders will be involved in the decision making process through various involvement opportunities such as monthly parent meetings, parenting classes, Cafe y Nosotros meetings, School Site Council, ELAC and DAC/DELAC participation.

**Building on parenting strengths**

**Classes and workshops will be provided to build on parenting strengths and help families nurture their children**

- Monthly parent education classes are offered
- Parent to Parent Partners in Parenting classes
- Offer Parent Literacy Classes.
- Parents attend a 10-week training on how to navigate the educational system via Project2Inspire classes
- Parents are provided training on child development via Raising Highly Capable Students classes
- Disciplina Positiva Parent training classes will be offered that teach parents to more effectively manage their children's behavior.

**Communicating effectively**

**Two-way communication system in a language the parent understands is established to ensure that parents are informed about their**



## **children performance, programs, school activities, and opportunities for involvement.**

- Announce workshops and parent meetings by means of EDULINK messages, flyers, monthly newsletters,
- Translation Services for parents of EL students during parent conferences and parent meetings
- Information about events and activities will be disseminated in a timely manner via the Principal's monthly newsletter, weekly bulletins, during general parent meetings in order to increase awareness of when school activities are calendared.
- Front office will present a welcoming, respectful and inviting environment

### **Organizing opportunities for volunteering**

#### **Empower parents to share knowledge, skills and culture with students and staff through volunteering opportunities.**

- Encourage parents to support the OC GRIP program by providing greeting services each morning to each of our students
- Provide orientation on ELAC, SSC and PTA.
- Encourage parents to assist the OC GRIP program by providing greeting services each morning to each of our students
- Promote volunteerism in order to have parents on campus to support instructional programs by means of flyers, newsletters and parent meetings
- Establish a group of GRIP parent volunteers to greet students every morning in order to promote a culture of belonging

### **Learning at home**

#### **Parents will be involved with their children's learning at home. Parents will be offered ideas of ways they can create a learning environment at home and ways to support their children as powerful learners.**

- Parents will participate in training classes to learn activities that can be easily implemented in the home.
- Parents will learn to complete a checklist to assess their child's preparation for Kindergarten.
- Monthly parent Education Workshops will be held.
- Workshops on student achievement, best practices, and parents rights will be provided.
- ST Math at home. Parents will be provided parent training workshops in computer skills such as word processing, excel, power point, etc. in order to facilitate access to ST Math at home.
- Employ use of software licenses as an intervention to support reading instruction and English Language Development both at school and home.
- Employ a web-based reading program license available to be used at school and home which provides all students the foundational skills necessary to become successful readers
- Frequent parent workshops will be scheduled and conducted to explain the importance of CELDT in the identification, progress monitoring, placement, and reclassification requirements.
- Frequent parent workshops will be scheduled to explain the different CELDT proficiency levels and the instructional available at school.
- Parents attend a ten week training on how to navigate the educational system via Project2 Inspire classes.

### **Involving in decision making**

#### **Parents are recruited and empowered as advocates, advisors, committee members, and decision makers with the focused emphasis on improving school and student success.**

- SSC meetings opened to the community are held on a monthly basis.
- SSC members will have access and opportunity to discuss student performance and attendance data and make decisions for improvement and budgeting.
- Parents will be informed and recruited for SSC/ELAC nominations via parent meetings, newsletters, flyers.
- ELAC members will meet 4-5 times per year to discuss and make recommendations to SSC members regarding student performance and attendance.
- General ELAC Parent meetings will be held once a month to inform the community EL students' performance on assessments and attendance.
- DAC/DELAC representatives will be elected by their respective groups to attend the district's meetings. These representative will share the information imparted at these meetings to the school site SSC/ELAC board members

### **Collaborating with the community**

**Lincoln Elementary aims to increase the attendance rate of targeted students at risk of joining gangs through a partnership with the Orange County District attorney's office, City and District Police Department. This program offers support and resources to families and their children. Other partnerships with businesses and other organizations will be established to provide services and support for our students and their families as well as to strengthen school programs**

- Establish a group of GRIP parent volunteers to greet our students every morning in order to establish a belonging culture
- Continue our partnership with the Tzu-Chi Foundation to provide tutoring and meals.
- Continue partnership with Jr Achievement.

**Building relationships**

**Lincoln Elementary will continue to recognize and celebrate parents for their participation and contributions to building a positive school climate and student success in school.**

- Parents will be recognized during our Tea for Volunteers event.
- Green carpet assemblies will continue to recognize student growth in all curricular areas, citizenship, and attendance

**Funding**

<b>State and Federal Funding</b>			
<b>Services provided by categorical funds to enable underperforming students to meet standards</b>	<b>Expenditure Type</b>	<b>Funding Source</b>	<b>2015-16 Budget</b>
Tutoring	1000-1999: Certificated Personnel Salaries	Title I, Part A	30,955.00
Librarian, Computer Tech	2000-2999: Classified Personnel Salaries	Title I, Part A	9,500.00
Librarian	3000-3999: Employee Benefits	Title I, Part A	5,876.53
Instructional materials	4000-4999: Books And Supplies	Title I, Part A	74,215.28
Staff Development, Field Trips, Print Shop	5000-5999: Services And Other Operating Expenditures	Title I, Part A	13,679.35
Parent Education classes	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	55,551.50
Parent Communication	5900: Communications	Title I, Part A	4,020.64
<b>Total</b>			<b>193,798.30</b>