



Welcome!

Fall 2019

School Site Council & English
Language Advisory
Committee

Our Agenda

Our mission

Needs assessment & Single Plan for Student Achievement Plans

- SBAC (grades 3-5; ELA & Math)
- iReady (grades 1-5; Reading & Math)
- ELPAC / Language Assessment
- Student Attendance

Our Outcomes

1. Share information & answer questions
2. Collect feedback on our site plan
3. Secure signatures from members of our ELAC and SSC on our site plan

The mission of the Lincoln Crossing Elementary School team is to prepare our students with the skills, knowledge and attitudes to become lifelong learners and responsible, contributing members of society.





PLC's

- What do we expect students to learn?
- How do we know when they've learned it?
- How do we respond when they haven't?
- How do we respond when they have?
- Teacher leadership
- Best first instruction
- AVID
- Continuous improvement
- Celebrate our successes!

Culture

- Youth Development/YDI
- PBIS
- Growth mindset
- Positive & productive learning environments
- Student engagement
- Student leadership
- School safety
- Continuous improvement
- Celebrate our successes!

CA Dashboard - <https://www.caschooldashboard.org/>

SCHOOL PERFORMANCE OVERVIEW

Lincoln Crossing Elementary

Explore the performance of Lincoln Crossing Elementary under California's Accountability System.

Generate PDF Report 

View All Schools

View Additional Reports 

2018 

Chronic Absenteeism



Blue

Suspension Rate



Orange

English Learner Progress



No Performance Color

English Language Arts



Green

Mathematics



Green

English Language Arts Data

SBAC Data - English Language Arts

In 2018-19, 67.29% (increase of 1+%) of all students are at or above standard; 10.28% have not yet met standard (decrease of 4%)

*gr. 4 saw a 8.73% growth in students above standard and a decrease of 7.01% in students who did not meet the standard

*gr. 5 saw as 10.81% growth in students above standard

In 2017-18, 66% of all students are at or above standard; 14 % have not yet met standard

In 2016-17, 59% of all students were at or above standard; 17% have not yet met standard

ELA SBAC Data Organized by Student Cohort

3rd Grade 2018-19				
Not	Nearly	Met	Exceeded	M+E
8	31	31	30	61

3rd Grade 2017-2018					4th Grade 2018-19				
Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E
10	23	30	37	67	11	22	32	36	68

Not: Standard Not Met
Nearly: Standard Nearly Met
Met: Standard Met
Exceeded: Standard Exceed
M+E: Met plus Exceeded Score

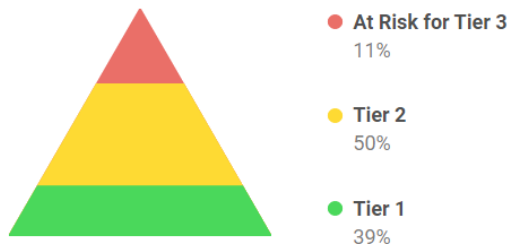
3rd Grade 2016-2017					4th Grade 2017-2018					5th Grade 2018-19				
Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E
14	23	35	28	63	18	19	36	27	63	12	15	41	32	73

3rd Gr 2015-16					4th Gr 2016-17					5th Gr 2017-18				
Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E
17	26	35	22	57	25	19	34	23	57	14	18	47	21	68

iReady Reading - growth in 2018-19

Students Assessed/Total: 575/655

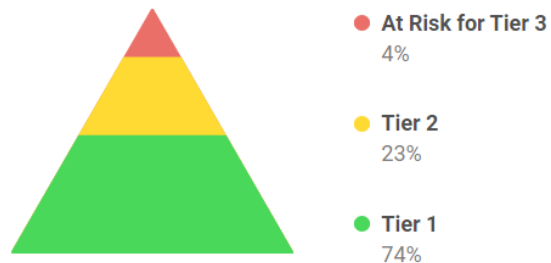
Overall Placement



Fall 2018

Students Assessed/Total: 653/655

Overall Placement



Late Spring 2019

English Language Learners - ELA Progress

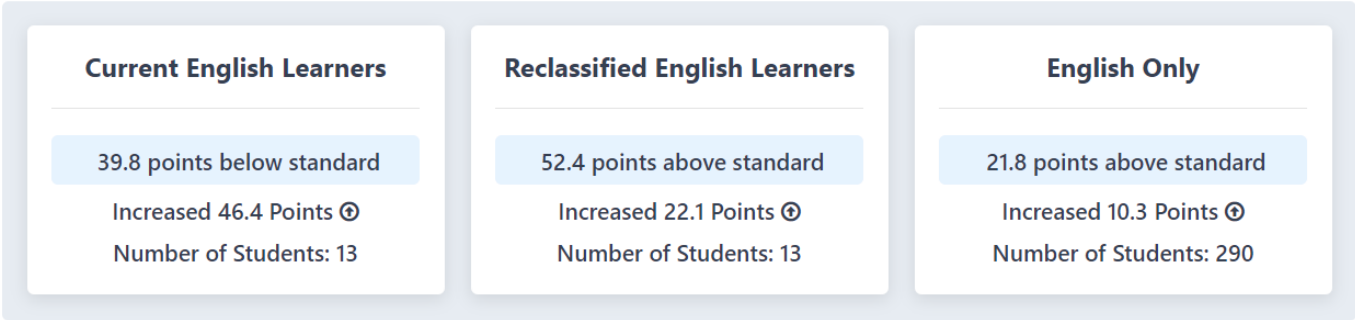
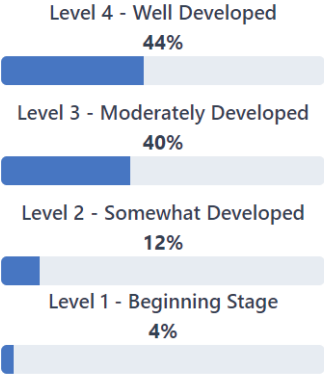
LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Number of Students: 25



Math Data

SBAC Data - Math

In 2018-19, 62.82% (increase of 7+%) of all students are at or above standard; 9.06% have not yet met standard (decrease of 3%)

*gr. 4 saw a 10.19% growth in students above standard and a decrease of 7.23% in students who did not meet the standard...leaving it at 4.81%

*gr. 5 saw as 17.29% growth in students above standard

In 2017-18, 55% of all students are at or above standard; 12% have not yet met standard - we have a big group in the 'nearly met category'

In 2016-17, 42% of all students were at or above standard; 15% have not yet met standard

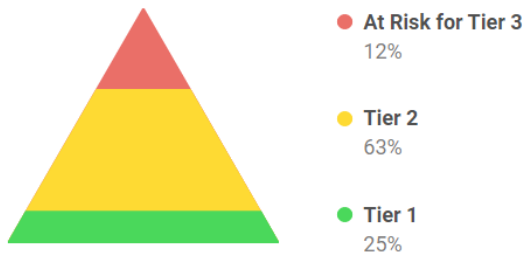
Math SBAC Data Organized by Student Cohort

3rd Grade 2018-19														
Not	Nearly	Met	Exceeded	M+E										
8	26	38	27	65										
3rd Grade 2017-2018					4th Grade 2018-19					Not: Standard Not Met Nearly: Standard Nearly Met Met: Standard Met Exceeded: Standard Exceed M+E: Met plus Exceeded Score				
Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E					
8	23	41	29	70	5	26	44	25	69					
3rd Grade 2016-17					4th Grade 2017-18					5th Gr 2018-19				
Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E
12	34	29	25	54	12	37	36	15	51	14	32	21	33	54
3rd Gr 2015-16					4th Gr 2016-17					5th Gr 2017-18				
Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E	Not	Nearly	Met	Exceeded	M+E
14	22	43	21	64	11	52	28	8	36	16	42	27	16	43

iReady Math - growth in 2018-19

Students Assessed/Total: 554/657

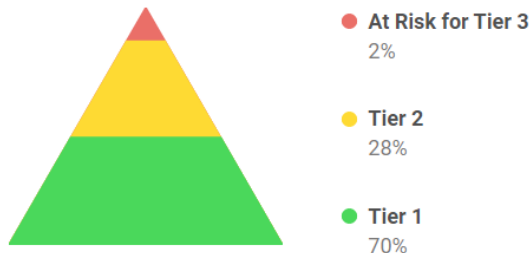
Overall Placement



Fall 2018

Students Assessed/Total: 656/657

Overall Placement



Late Spring 2019

English Language Learners - Math Progress

LEARN MORE

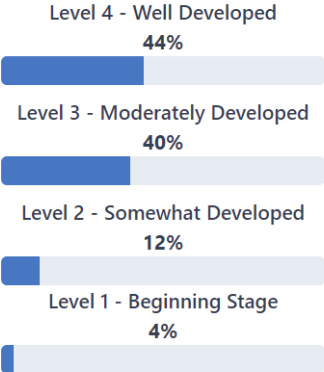
English Learner Progress

All Students

State

English Language Proficiency
Assessments for California Results

Number of Students: 25



Current English Learners

26.3 points below standard

Increased 41.4 Points Ⓢ

Number of Students: 13

Reclassified English Learners

28.2 points above standard

Increased 23.4 Points Ⓢ

Number of Students: 13

English Only

3.9 points above standard

Increased 13.5 Points Ⓢ

Number of Students: 290

English Language Learner (ELPAC) Data

26 English Language Learners - Progress

Monitoring:

- IFEP (initial fluent) - 1 student (in 2018-19)
- RFEP (reclassified fluent) - 5 students (all in 2017-18)
- English Only - 1 student (in 2017-18)

ELs - 19 students; 4 are new to ELPAC this year

- 6 increased by 1+ ELPAC level
- 4 decreased by 1 ELPAC level (-21, -14, -5, -1 points)
- 4 remained at same ELPAC level, but all showed growth on assessment (+3, +8, +37, +43)

Supports for our ELs

- Students are clustered in class by EL level to ensure teacher support on ELD Standards; monitoring of ELD instruction in classroom
- Teachers who have an EL cluster have been trained on the ELD standards
- AVID Strategies to support speaking, listening, reading and writing with purpose
- GLAD Strategies using visuals, charts, song, motion and color to support language acquisition
- Increasing awareness of need for interpreters; ensured our newsletter is translatable into preferred language
- Purposefulness with ELAC; regular participation in DELAC
- Other suggestions?

Attendance Data

Attendance Data - 2016-19

2016-17: overall 96.26% 2017-18: overall 96.41% 2018-19: overall 95.92% 2019-20: overall 96.97%

- Kinder: 96.16%
- 1st: 96.41%
- 2nd: 95.85%
- 3rd: 96.44%
- 4th: 95.9%
- 5th: 96.82%

- Kinder: 95.54%
- 1st: 96.77%
- 2nd: 96.56%
- 3rd: 96.73%
- 4th: 96.77%
- 5th: 96.11%

- TK: 93.39%
- Kinder: 95.29%
- 1st: 95.38%
- 2nd: 95.37%
- 3rd: 96.52%
- 4th: 95.67%
- 5th: 96.16%

- TK: 95.10%
- Kinder: 97.01%
- 1st: 96.87%
- 2nd: 96.8%
- 3rd: 97.57%
- 4th: 97.17%
- 5th: 96.78%
- as of 11/1/19

Overall dip of about .5%. Attendance factors are on target for this year so far; tardies are much improved.

Tardy Data

2019-20

data through 11/5/19

TK and K not included

128 students

295 total

2.3 was average # of tardies/student

1 was minimum

12 was maximum

*gate is supervised;
confident this is
complete data

2018-19

TK and K not included

301 students

1683 total

5.5 was average # of tardies/student

1 was minimum

54 was maximum

*gate is sometimes
supervised; partial
data as a result

2017-18

K not included

276 students

2043 total

7.4 was average # of tardies/student

1 was minimum

48 was maximum

*gate was not
supervised; many
students were probably
tardy but not captured
for data

Supplemental Dollar Plans

Area of Need	Examples	Expense	Funding Source
Intervention Tools (EO and ELL)	Lexia, iReady ToolKit, Phonics Program, Math tutoring, ISP Reading Specialist, ELD materials, PBIS Data Management, AR & STAR	\$10,000	Supplemental; ISP is district funded
Teacher Collaboration	2 days/team plus vertical articulation for each team; cost of substitutes	\$9650	Supplemental
Social Emotional Support	Student Assemblies, Teacher Library, SE Curriculum Purchase	\$2500	Supplemental & PTC
Parent Engagement	Translators, Day Care for Parent Meetings and Parent Education	\$1400	Supplemental
AVID Program	Summer Institute Travel and School Year PD	\$10,000	Low Performing St. Block Grant (LPSBG)
School Safety	Cameras & emergency bag materials, training, emergency food	\$8000	Supplemental, PTC and Site Fund
Facilities	Microphones, chromebooks	\$9000	PTC & Site Fund
Total	Excess (\$35,348) will come from Site Budget, PTC and LPSBG	\$50,550	



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