

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	10-62240-6006704	October 28, 2021	July 12, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

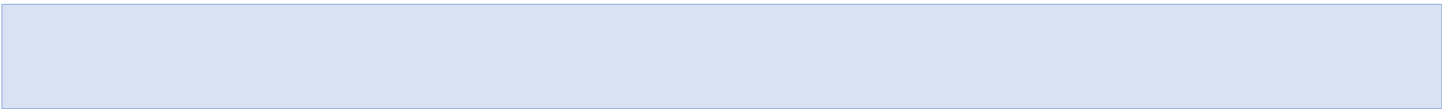


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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our most recent parent survey resulted in 261 of the surveys that were returned. Especially high satisfaction rates were reported in the areas of: The school provides written communication about school events and activities in a language I understand, The principal and office staff are available and willing to discuss any concerns or questions that I have, The school is run in a manner that makes my child's family feel welcome, safe, and ready to learn, & Grade the overall quality of the school your child attends. One of our lower scores was at a still respectable 70%, Grade how well your child has improved in learning to write. Writing is an area that we will continue to focus on this year as a staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school district has created a Google SIOP document to use for our Walk-Throughs when conducting our district wide classroom observations, gathering data on an ipad. A form has been created for administrators to determine how teachers are fully implementing the eight components of SIOP. At the beginning of the year we are focusing on Review and Assessment. Administration is expected to do formal observations one time a year for each tenured teacher (two to four times for new teachers,) as well as end of the year evaluations, as well use Google SIOP document on a regular basis for each teacher at Lincoln School.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and administration use the following non negotiable data to analyze student achievement and modify instruction:

State test results-annual

District Benchmarks-2-3 times a year

DRA is given at least two times a year, progress monitoring as needed

The results are formally analyzed and reviewed in staff meetings (as scheduled,) as well as PLC (Professional Learning Communities) grade level meetings.

In addition, teachers choose other indicators of student achievement such as chapter tests, STAR Reading, etc.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our students are tested in DRA to determine their ELA needs. Based on these needs, teachers place them in the appropriate guided reading group for support. Students scoring below grade level receive additional RTI support with RSP teachers or paraprofessionals with such programs as PRESS or Read Naturally.

Teachers use ELA and Math benchmarks (either teacher-created or from the text) to determine if students are adequately achieving the standards being taught. They are encouraged to use the data to reteach or accelerate if necessary, and use the data to plan for the following year as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Lincoln teachers have met the requirements to be considered highly qualified educators.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Many of the third grade teachers have been to AB 466 for Houghton Mifflin ELA. Many second and third grade teachers have received Math training. Some teachers have gone to AB 472 for ELD training. All teachers have completed SIOP training on site. All teachers have or will receive SIOP training. Teachers have received ELA and Math Common Core training recently. All teachers completed Inter rater reliability (SIOP) training. Our teachers have received guided reading and writing training from Tulare County Office of Education. Most recently we have received math training, and we will continue to received training this year from the Fresno County Office of Education.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development reflects our school and district goals, which are increased student achievement in the areas of ELA, Math, and ELD.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing support in the area of writing from Melody Lee, Academic Learning Director. Teachers have had professional development in ELA, ELD, and Math in the last couple of years. Teachers received training in math recently from Fresno County Office of Education, including this year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet at grade level PLC meetings or full staff meetings on a consistent basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use state-adopted materials (Houghton Mifflin Harcourt for ELA, Science, and Social Studies and McGraw Hill for Math) to access state standards for their students. Teacher collaborate to choose the key standards for their grade level, and work together to provide access to these standards. This summer teachers met to plan for upcoming school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students are provided with 20-30 minutes of RTI time five times a week for the majority of the year. The purpose of the RTI time is to provide a truly differentiated English/Language Arts program to all students regardless of their abilities. In addition teachers have other blocks of time to provide access to the reading/language arts and math curriculum. Also, English Learner students receive at least 150 minutes per week of designated ELD.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Key standards for English Language Arts and Math are paced out in both grade levels. Both grade levels have developed an ELA pacing guide for the Common Core, incorporating Social Studies and Science.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers are provided with California Editions of state approved curriculum. Houghton Mifflin Harcourt is used for ELA, Social Studies, TWIG for Science, and McGraw Hill for Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

RTI intervention materials are chosen from a list of state approved materials, such as Read Naturally and PRESS.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use curriculum aligned with the standards. In addition to differentiating the material, all students received guided reading instruction which addresses the needs of all levels of learners. EL Learners receive at least 150 minutes weekly of designated language instruction.

Evidence-based educational practices to raise student achievement

Lincoln teachers use research based practices such as Response to Intervention, SIOP strategies, etc.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lincoln enjoys great community support and communication with families. Parents have rated our staff highly in our recent survey in the areas of: great teachers, staff, and principal, safe school, welcoming, great environment, clean, positive atmosphere, family friendly, and a good place, and great communication. Teachers work with families to support the school goals at home. Within the community there are many business that support the schools, such as the Rotary that provide dictionaries to all third graders, tours of many Kingsburg business, and community entities such as the police and fire station. KCAPS helps us with our underachieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our Site Council consists of of ten members, five of which are school staff and five of which are parents. This Council, in regular meetings, oversees the planning, implementation, and evaluation of our Site Plan. Our ELAC committee is on hand during Site Council meetings to provide input and suggestions for how to better meet the needs of our EL students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The majority of our Title 1 funds go to staffing in the form of eight paraprofessionals who assist in the implementation of our RTI program and additional small-group instruction. A good amount of our LCFF funds go to help pay for the salaries of our paraprofessionals. Paraprofessionals also perform other student interventions and yard duty. Additional funds go to pay for materials to support the RTI program and other Title 1 needs.

Fiscal support (EPC)

We are funded based on the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

We receive input for the SPSA from the following: Parent surveys, SSC/ELAC meetings, staff meetings, staff surveys, and parent conference meetings .

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.24%	%	1	1	
African American	0.67%	0.48%	%	3	2	
Asian	2.68%	3.35%	2.8%	12	14	11
Filipino	0.22%	0%	%	1	0	
Hispanic/Latino	59.96%	62.92%	68.2%	268	263	264
Pacific Islander	0.22%	0%	%	1	0	
White	32.21%	29.43%	25.8%	144	123	100
Multiple/No Response	%	0.48%	2.3%		13	9
Total Enrollment				447	418	387

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 2	225	195	204
Grade3	222	223	183
Total Enrollment	447	418	387

Conclusions based on this data:

1. Enrollment has dropped this year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	66	56	75	14.8%	13.4%	19.4%
Fluent English Proficient (FEP)	17	33	20	3.8%	7.9%	5.2%
Reclassified Fluent English Proficient	29	26	5	37.2%	39.4%	8.9%

Conclusions based on this data:

1. Our numbers of English Learner students increased last year.
2. Our percentage of our students being reclassified had significantly increased over the last few years, but last year probably due to the Covid pandemic, less students were reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	217	223	181	214	218	178	214	218	178	98.6	97.8	98.3
All Grades	217	223	181	214	218	178	214	218	178	98.6	97.8	98.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2466.	2426.	38.79	42.66	24.16	28.04	25.69	28.65	19.16	21.10	21.35	14.02	10.55	25.84
All Grades	N/A	N/A	N/A	38.79	42.66	24.16	28.04	25.69	28.65	19.16	21.10	21.35	14.02	10.55	25.84

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.51	36.70	17.42	43.46	48.62	63.48	21.03	14.68	19.10
All Grades	35.51	36.70	17.42	43.46	48.62	63.48	21.03	14.68	19.10

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.51	36.24	18.54	49.53	49.08	55.06	14.95	14.68	26.40
All Grades	35.51	36.24	18.54	49.53	49.08	55.06	14.95	14.68	26.40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.91	34.86	8.43	59.81	56.88	75.28	10.28	8.26	16.29
All Grades	29.91	34.86	8.43	59.81	56.88	75.28	10.28	8.26	16.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.72	39.45	20.22	45.33	46.79	67.98	14.95	13.76	11.80
All Grades	39.72	39.45	20.22	45.33	46.79	67.98	14.95	13.76	11.80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our last year of the regular online state testing Lincoln School performed very well when compared to schools in the surrounding area, and our scores improved when compared to last year. Last year we took the modified test, and did well.
2. We are focusing on ELA by being trained in Guided Reading, writing, and we are also using the DRA test to assess individual student reading levels.
3. This year we are continuing to put more emphasis on writing, which should help us improve our CAASPP scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	218	223	181	216	218	178	216	218	178	99.1	97.8	98.3
All Grades	218	223	181	216	218	178	216	218	178	99.1	97.8	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2450.	2455.	2423.	24.07	28.90	10.67	34.72	32.11	31.46	21.30	25.23	31.46	19.91	13.76	26.40
All Grades	N/A	N/A	N/A	24.07	28.90	10.67	34.72	32.11	31.46	21.30	25.23	31.46	19.91	13.76	26.40

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.67	44.50	12.92	32.41	33.49	60.67	25.93	22.02	26.40
All Grades	41.67	44.50	12.92	32.41	33.49	60.67	25.93	22.02	26.40

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.87	33.49	20.22	46.30	50.46	55.62	20.83	16.06	24.16
All Grades	32.87	33.49	20.22	46.30	50.46	55.62	20.83	16.06	24.16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.41	35.32	16.85	47.22	51.38	64.04	20.37	13.30	19.10
All Grades	32.41	35.32	16.85	47.22	51.38	64.04	20.37	13.30	19.10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The most recent scores of the regular online state testing showed that Lincoln School performed very well when compared to schools in the surrounding area. Last year we took the modified test, and scored well for Covid times.
2. Concepts and Procedures is an area that we need to continue to focus on. We were trained recently in math by FCOE, and we will receive more training this year.
3. Our scores overall improved on the last regular year, and then last year we took the modified test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	1500.3	1488.5	1497.8	1505.3	1490.1	1488.0	1494.9	1486.5	1507.1	28	28	47
3	1505.6	1487.1	1490.9	1501.3	1482.7	1494.1	1509.5	1490.9	1487.1	22	15	27
All Grades										50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	60.71	10.71	21.28	*	53.57	53.19	*	32.14	19.15		3.57	6.38	28	28	47
3	*	6.67	11.11	50.00	53.33	40.74	*	26.67	44.44	*	13.33	3.70	22	15	27
All Grades	42.00	9.30	17.57	38.00	53.49	48.65	*	30.23	28.38	*	6.98	5.41	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	71.43	32.14	38.30	*	46.43	40.43	*	17.86	17.02		3.57	4.26	28	28	47
3	*	26.67	25.93	*	40.00	51.85	*	26.67	18.52	*	6.67	3.70	22	15	27
All Grades	58.00	30.23	33.78	28.00	44.19	44.59	*	20.93	17.57	*	4.65	4.05	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	7.14	17.02	46.43	42.86	42.55	*	42.86	36.17	*	7.14	4.26	28	28	47
3	*	0.00	3.70	*	33.33	18.52	*	53.33	51.85	*	13.33	25.93	22	15	27
All Grades	*	4.65	12.16	44.00	39.53	33.78	*	46.51	41.89	*	9.30	12.16	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	75.00	17.86	36.17	*	78.57	57.45		3.57	6.38	28	28	47
3	*	20.00	37.04	63.64	60.00	48.15	*	20.00	14.81	22	15	27
All Grades	54.00	18.60	36.49	42.00	72.09	54.05	*	9.30	9.46	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	78.57	42.86	34.04	*	53.57	59.57		3.57	6.38	28	28	47
3	72.73	26.67	40.74	*	66.67	59.26	*	6.67	0.00	22	15	27
All Grades	76.00	37.21	36.49	22.00	58.14	59.46	*	4.65	4.05	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	3.57	25.53	46.43	85.71	65.96	*	10.71	8.51	28	28	47
3		0.00	0.00	68.18	60.00	51.85	*	40.00	48.15	22	15	27
All Grades	*	2.33	16.22	56.00	76.74	60.81	24.00	20.93	22.97	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	14.29	19.15	57.14	78.57	72.34	*	7.14	8.51	28	28	47
3	*	6.67	7.41	72.73	86.67	74.07	*	6.67	18.52	22	15	27
All Grades	28.00	11.63	14.86	64.00	81.40	72.97	*	6.98	12.16	50	43	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This was our third year taking the ELPAC. We provide 150 minutes of weekly designated ELD support.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	64.1	19.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	19.4
Foster Youth		
Homeless	30	7.8
Socioeconomically Disadvantaged	248	64.1
Students with Disabilities	49	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	11	2.8
Filipino		
Hispanic	264	68.2
Two or More Races	9	2.3
Native Hawaiian or Pacific Islander		
White	100	25.8

Conclusions based on this data:

1. We continue to use our SIOP strategies to reach all of our students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Blue

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. We use PBIS to try and reduce the amount of suspensions.
2. Teachers spend 150 minutes weekly working with our EL students to help them become proficient in English.
3. Our ELA and Math scores continue to improve.

School and Student Performance Data

Academic Performance English Language Arts

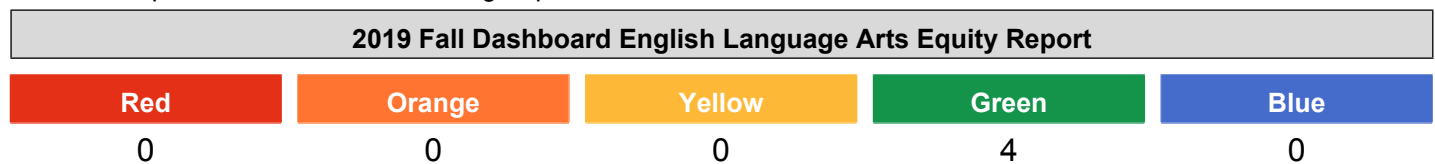
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 Green		 No Performance Color	
37.7 points above standard		13.8 points above standard		0 Students	
Increased ++3.3 points		Increased ++7.1 points			
207		32			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Green		 No Performance Color	
5.2 points below standard		17 points above standard		42.9 points below standard	
Maintained -1.2 points		Increased ++9.7 points		Increased Significantly ++31.3 points	
30		127		19	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Green 24.3 points above standard Increased ++6.4 points 125	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 52.3 points above standard Declined -9.4 points 69

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 58.5 points below standard Declined Significantly -16.9 points 13	Reclassified English Learners 63.3 points above standard Increased Significantly ++16.4 points 19	English Only 42.3 points above standard Maintained ++0.4 points 174
---	--	---

Conclusions based on this data:

1. Our ELA scores improved the last time we took the regular CAASPP test.
2. We do guided reading with every student to help their reading level, and we do 150 minutes of designated ELD to help our EL population become successful.
3. Students needing extra support receive additional help during RTI.

School and Student Performance Data

Academic Performance Mathematics

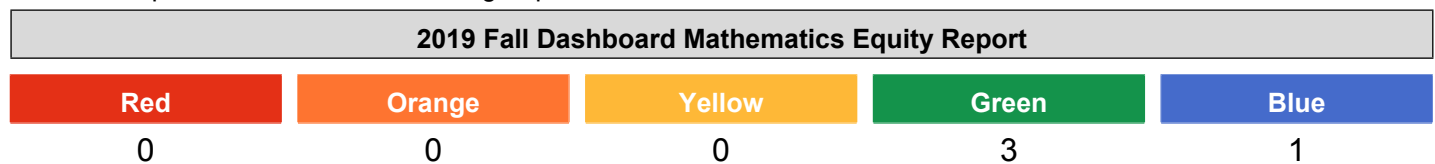
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 20.9 points above standard Maintained ++2.3 points 207	 Green 5.8 points below standard Increased ++5 points 32	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 18.3 points below standard Increased ++10.4 points 30	 Green 0.4 points above standard Increased ++4.8 points 127	 No Performance Color 68.1 points below standard Maintained ++2.6 points 19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian 	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Green 3.6 points above standard Maintained -0.3 points 125	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 44.2 points above standard Maintained -0.7 points 69

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 79.5 points below standard Declined Significantly -18.5 points 13	Reclassified English Learners 44.5 points above standard Increased ++13.4 points 19	English Only 26.1 points above standard Maintained -0.3 points 174
---	---	--

Conclusions based on this data:

1. Our math scores improved the last time we took the CAASPP test. We took the modified test last year.
2. Our 2nd and 3rd grade focus on additional math instruction during their deployment part of their day.
3. We continue to focus on our EL students during PLC's. Also, we plan to offer an after school program this year, which many EL students will hopefully attend and receive help.

School and Student Performance Data

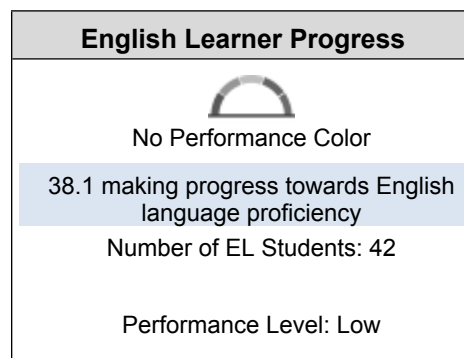
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	38.0	4.7	33.3

Conclusions based on this data:

1. Every EL students receives 150 minutes weekly of designated ELD to help them learn the English language.
2. We use PBIS to reduce suspensions.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

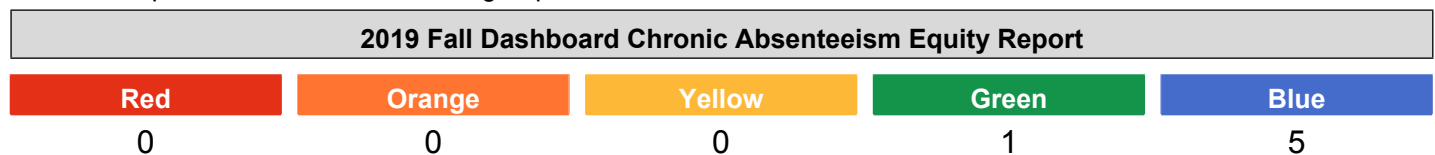
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Blue		Blue		No Performance Color	
0.2		0		Less than 11 Students - Data Not Displayed for Privacy	
Maintained +0.2		Maintained 0		0	
466		69			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
Blue		Blue		Green	
0		0.3		2	
Maintained 0		Maintained +0.3		Increased +2	
78		287		51	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 0 Maintained 0 13	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Blue 0.4 Maintained +0.4 279	Two or More Races  No Performance Color 0 Maintained 0 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 0 Maintained 0 150

Conclusions based on this data:

1. We have site attendance meetings to help improve attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

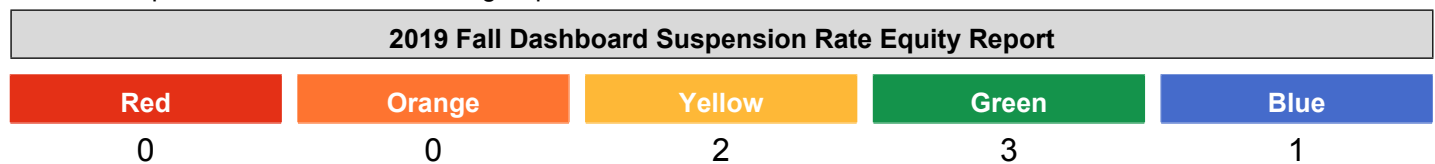
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.3 Declined Significantly -1.1 470	 Yellow 1.4 Maintained +0.2 70	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 0 Declined -3.1 79	 Green 1.4 Declined Significantly -1.3 290	 Yellow 5.8 Declined -0.6 52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color 0 Maintained 0 14	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Green 1.4 Declined Significantly -1.3 282	Two or More Races  No Performance Color 0 Maintained 0 17	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Green 1.3 Declined -0.8 150

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	1.3

Conclusions based on this data:

1. We use PBIS to find alternative ways to discipline students rather than using a suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Goal 1 = Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

Over the course of one academic year Second and Third grade EL students at Lincoln will demonstrate 1 band growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and grades. - 2021-2022.

Identified Need

Students scoring a Level 4 in order to be reclassified was 23% for 2nd grade and 11% for 3rd grade

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Students scoring a Level 4 on the ELPAC in order to be reclassified was 23% for 2nd grade and 11% for 3rd grade.	Increase to 23.1% or higher for 2nd grade and 11.1% for 3rd grade.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Involvement of staff, parents, and community:

- a.annual parent/teacher conferences regarding ELPAC data and performance standards
- b.Communication to parents in Spanish

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Written goal of 100% attended parent conferences. Written copies of communication in Spanish on file and on website.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Improvement of instructional strategies and materials and communication with parents:
a.) Additional reading materials, supplies, technology-printers, books, student news magazines.
Professional Development and SIOP materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,676.89

Source(s)

Title I Parent Involvement
4000-4999: Books And Supplies
Additional reading materials, supplies (whiteboards) - Technology (headsets with microphone, tv monitor, printers, ELMO document cameras, etc.). Lexia and Learning A-Z computer programs.

10,719.06

LCFF - Supplemental
4000-4999: Books And Supplies
Additional reading materials (class book sets), scholastic news, supplies, and technology. ELA and Intervention Materials, Computer Programs = Lexia, and Library Books.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including EL students.

Strategy/Activity

Extended learning time:
a) Within the instructional day - Supplemental Instructional Time (RTI - Guided Reading) - Interpreters

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
83,980.00	Title I Parent Involvement 2000-2999: Classified Personnel Salaries additional help during RTI to decrease adult to child ratio.
30,984.31	Title I Parent Involvement 3000-3999: Employee Benefits additional help during RTI to decrease adult to child ratio.
19,907.72	LCFF - Supplemental 2000-2999: Classified Personnel Salaries additional help during RTI to decrease adult to child ratio, Spanish interpreters.
10,325.90	LCFF - Supplemental 3000-3999: Employee Benefits additional help during RTI to decrease adult to child ratio.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff development and professional collaboration:

a) Professional

b) Regularly scheduled collaboration of grade levels

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,548.80	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days.

10,148.80

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Extra time to plan, assess the DRA, and learn
new information. Academic Learning Director.
Teacher planning days and stipends.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School Tutoring for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
0000: Unrestricted
After school intervention

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program implementation and results

- a) Use of multiple measures of standards-based assessment data to inform instructional practice.
- b) School Site Council monitoring of the Single Plan for Student Achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Data analysis

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development - Dues and Memberships - Consulting Services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,310.00

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Common Core, SIOP, technology, Admin. Conferences & ACSA Curriculum and Instructional Leaders Academy, Guided Reading training. Dues and Memberships - Consulting Services. Lexia, IXL and Learning A-Z Computer programs.

6,096.92

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Dues and Memberships - Consulting Services, Lexia Computer Program, Music Play Online subscription & Professional Development

0

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities implemented in the 20-21 school year were very effective, as our test scores on the modified CAASPP were solid.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have a similar plan for the 21-22 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 2

Students below "Standards Met" will move a minimum of 1 proficiency level in mathematics on the end of the year on the state test in Mathematics and/or on Math district benchmark tests.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	61%	Maintain, or increase percentage of 61%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention during the school day for students not to proficiency.
See goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Teachers and paraprofessionals provide intervention when needed during the school day. See goal #1 for expenditures
0	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries
0	LCFF - Supplemental 3000-3999: Employee Benefits
0	Title I Parent Involvement 3000-3999: Employee Benefits
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improvement by sharing of instructional strategies and monitoring of progress through assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Teachers share data, lessons, and teaching strategies during PLCs and staff meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School Tutoring Program - See goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 0000: Unrestricted After school tutoring. See goal #1 for expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Materials and supplies See Goal # 1 for budget expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Technology (Technology (headsets with microphone, printers, tv monitor, etc.) and supplies as needed throughout the year. See goal #1 for expenditures
0	LCFF - Supplemental 4000-4999: Books And Supplies Supplies (math flash cards, etc.) as needed throughout the year. Whiteboards. See goal #1 for expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Development and Professional collaboration during the duty day.
A) Professional

B) Regularly scheduled collaboration of grade levels.
See Goal # 1 for budget expenditures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries if additional PD warranted throughout the year. Extra time to plan, assess, and learn new information. Teacher planning days. See Goal # 1 for budget expenditures.
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time to plan, assess and learn new information. Teacher planning days. See Goal # 1 for budget expenditures.

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Computer Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	District Funded 0000: Unrestricted Imagine Learning Math Facts - BigBrainz computer math facts program

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. Lexia and A-Z Computer programs. See goal #1 for expenditures
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, Lexia computer program and Number Worlds..See goal #1 for expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities were effective as our test scores improved in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made as we have been very effective with our current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reading/ELA

LEA/LCAP Goal

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 3

Students below "Standards Met" will move a minimum of 1 proficiency level in ELA on the end of the year on the state test and/or on the District ELA benchmark.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	69%	Maintain, or increase percentage of 69%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Alignment of instruction with content standards:

a) Coordination of content standards with classroom instruction

b) Data analysis

See Goal # 1 budget for this goal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Done during PD planning time and PLC's. See goal #1 for expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional reading materials, supplies, and technology. Improvement of instructional strategies and materials:

a.) Additional reading materials and supplies and technology including books. Professional Development. Guided Reading Leveled Readers. See Goal #1 budget for this goal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I Parent Involvement
4000-4999: Books And Supplies
Technology (Technology (headsets with microphone, printers, tv monitor, etc.),
Scholastic guided reading leveled readers,
Standards Plus ELA and intervention materials
(six-minute solution, and other reading materials
and supplies for school reopening. See goal #1
for expenditures

0

LCFF - Supplemental
4000-4999: Books And Supplies
Additional reading materials (class sets),
supplies, and technology. Standards Plus ELA
and Intervention materials, Words I Use = 2nd
Grade. Library books. See goal #1 for
expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PLCs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Regularly scheduled teacher meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

RTI-paraprofessional and certificated staffing. See goal #1 budget for this goal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Teachers and paraprofessionals provide intervention when needed during the school day for RTI. See goal #1 for expenditures

0

Title I Parent Involvement
3000-3999: Employee Benefits

0

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

0

LCFF - Supplemental
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School Tutoring Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
0000: Unrestricted
Math and ELA classes. See goal #1 for expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development during duty day

A) Professional

B) Regularly scheduled collaboration of grade levels

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I Parent Involvement
1000-1999: Certificated Personnel Salaries
Full staff meetings and FCOE math training.
Extra time to plan, assess, and learn new
information. Teacher planning days. See goal
#1 for expenditures.

0

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Extra time to plan, assess, and learn new
information. Teacher planning days. See goal
#1 for expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Title I Parent Involvement
5000-5999: Services And Other Operating Expenditures
Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. Lexia and A-Z Computer programs. See goal #1 for expenditures

0

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Dues and Memberships - Consulting Services, Lexia and SeeSaw computer programs. See goal #1 for expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities have been very effective as our ELA scores have continued to improve.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made as we have been very successful with our current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental Involvement

LEA/LCAP Goal

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

Goal 4

Parents will feel that Lincoln School is safe.

Identified Need

Parent survey results will maintain a high level of safety for students on the annual parent survey. Our most recent parent survey showed that only 1.6% thought Lincoln School was below average or poor on the annual survey in this safety area on the annual parent survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey	18-19 parent showed that only 1.6% thought Lincoln School was below average or poor on the annual survey in this safety area on the annual parent survey.	On the 19-20 parent survey, we will have 98.4% or more say that Lincoln School is safe.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents of all students

Strategy/Activity

Parent communication: Homework communication, Back to School Night, parent club, classroom helpers, and Open House

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Take Home Homework Communication Folders,
Back to School Night, parent club, classroom
helpers, and Open House. See goal #1 for
budget. Materials and Supplies (Safety items)
for students returning to school. Speaker
system-Portable.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our parent involvement has continued to be very strong at Lincoln. Parents help us in a variety of ways: float, classroom, etc.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to this goal, as we continue to see strong parental support of our school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

Goal 5

Maintain Gold Level PBIS status

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Walkthroughs	Maintain Gold Status	Maintain Gold Status

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SOAR behavior expectations taught school wide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified SOAR passport day

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Communicate a welcoming school climate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies Front Office - Chromebox-See Goal #1 for expenditures.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies were very effective as our suspensions dropped significantly from last year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes as our strategies have been very effective.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$159,250.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,698.40

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$0.00
Title I Parent Involvement	\$166,190.00
Title I Part A: Allocation	\$5,310.00
Title I Part A: Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: \$171,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$5,000.00
LCFF - Supplemental	\$57,198.40
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$62,198.40

Total of federal, state, and/or local funds for this school: \$233,698.40

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	5,000.00
LCFF - Supplemental	57,198.40
None Specified	0.00
Title I	0.00
Title I Parent Involvement	166,190.00
Title I Part A: Allocation	5,310.00
Title I Part A: Parent Involvement	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	20,697.60
2000-2999: Classified Personnel Salaries	103,887.72
3000-3999: Employee Benefits	41,310.21
4000-4999: Books And Supplies	51,395.95
5000-5999: Services And Other Operating Expenditures	11,406.92
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	District Funded	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,148.80
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,907.72
3000-3999: Employee Benefits	LCFF - Supplemental	10,325.90
4000-4999: Books And Supplies	LCFF - Supplemental	10,719.06
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,096.92
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	10,548.80
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	83,980.00
3000-3999: Employee Benefits	Title I Parent Involvement	30,984.31
4000-4999: Books And Supplies	Title I Parent Involvement	40,676.89
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	0.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,310.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,698.40
Goal 2	5,000.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Matt Stovall	Principal
Ashlie Johnson	Classroom Teacher
Kristi Warren	Classroom Teacher
Kelly Rosales	Classroom Teacher
Lauren Galli	Other School Staff
Brandi Atkins	Parent or Community Member
Lizbeth Garcia	Parent or Community Member
Dulce Hernandez	Parent or Community Member
Chelsea Ketelsen	Parent or Community Member
Abigail Palsgaard	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 14, 2019.

Attested:



Principal, Matt Stovall on 10-28-21



SSC Chairperson, Matt Stovall on 10-28-21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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