School Year: **2023-24**

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	39685696041917	October 11, 2023	

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.

For Lincoln Elementary, areas of need have been identified and goals set to meet those needs. Each of the districts' four LCAP goals supports the six goals for Lincoln Elementary by supporting high quality classroom instruction, equitable access, engaging parents and community members, providing a safe and supportive school environment, supporting English Learners, socioeconomically disadvantaged students, and students with disabilities.

Lincoln Elementary goals are as follows:

Goal 1: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core English Language Arts standards. The actions and services in Goal 1 primarily focus on providing effective Tier 1 instruction, as well as effective Tier 2 and Tier 3 targeted intervention.

Goal 2: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core Mathematics standards. The actions and services in Goal 2 primarily focus on professional learning for teachers to build expertise which will transfer to more effective instruction in mathematics.

Goal 3: Student engagement will improve through activities and strategies in the areas of science, social studies, and the arts. The actions and services in Goal 3 primarily focus on building students' ability to meet rigorous common core standards in writing across content areas.

Goal 4: The school will expand opportunities for family participation and education. The primary focus for Goal 4 is to provide opportunities for family participation by offering several family engagement nights and building relationships with families that will create and impact student learning.

Goal 5: The suspension rate will decrease from the previous school year. Attendance rates for all students will increase from the previous school year. The primary focus for Goal 5 is to support Restorative Practices and help to encourage students with positive behaviors and assist in providing a safe environment for students to learn and be successful.

Goal 6: All English Learners will show growth towards meeting English Language proficiency and grade level academic standards. The primary focus for Goal 6 is to support all of our English Learners to gain more access to the English language so they can be academically successful.

This school plan for student achievement is a strategic plan that maximizes resources with the ultimate goal of increasing student achievement. Through each goal students will work towards improvement with the resources that are made available with each plan.

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).

February of each year our parents, 5th and 6th grade students, and staff take a survey called Youth Truth. The survey helps the school better understand the needs of our community and how the school can better serve them and have a successful year. These results were reviewed with ELAC, Staff, and School

Classroom Observations

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

Each teacher is observed teaching lessons at least four times a year. Those observations are either scheduled by the teacher or unscheduled by the principal. There are also weekly in-formal walk-throughs that are quick but give a good idea of what is happening in the classroom and what learning is taking place. Depending on the lesson that is being observed, depends on the findings. Each observation gives the teachers feedback on classroom management, student tasks, stating the lesson objective, teaching to the lesson objectives, what the students are doing, as well as checking for understanding.

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)

The use of state assessments such as CAASPP ELA, CAASPP Math, CST 5th grade science are used in grades 3-6th to track performance levels. ELPAC is given to all English Learner students in K-6th to gain information on the students English proficiency. Each of these assessments give us yearly data which staff analyze to give them a direction they need to work on in their instruction throughout the year. Each year Lincoln Elementary gives local assessments as well. We have transitioned from giving MAP to iReady in both Math and ELA for grades 1st-6th. Grades 1-3 give DIBELS using the Amplify platform for tracking data on reading. In the Spring we use data from I-Ready Math, teacher recommendation, as well as past CAASPP math scores to determine eligibility for advanced placement math in 6th grade.

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

Mid-Module and End-of-Module Eureka Math assessments are given throughout the teaching of the content. The data is looked at during team collaboration time that is given three times a month and teachers find important pieces of information that can help guide instruction. Exit Tickets are given to students at the end of each math lesson and gives quick feedback to check for student understanding. CORE Phonics Survey is given to students in K-3rd and hand picked students (depending on skill level) in 4-6th several times a year. This assessment helps the teacher know what wholes in foundational reading skills the student may have and then be able to give instruction either whole class or in small groups. Teachers use I-Ready Reading diagnostic scores to help place students in skill-like groups to work with them in a small group on specific skills.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lincoln Elementary has met the qualifications for a highly qualified staff.

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

Lincoln Elementary met sufficiency of credentialed teachers for general education, special education, and intervention classes.

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

Professional Development for Lincoln Elementary staff was aligned to content standards and will continue to be offered and aligned throughout the school year.

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

Continuous instructional support was offered and continues to be offered to teachers in the areas of science, reading, math, and ELD. Some of the professional development is offered during school and some is offered after school hours. Our district office has a coordinator of curriculum who allows for professional development to happen at the district level. At the school sites, the administrators will give feedback and instructional support through our observations and walk-throughs.

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

Every Monday our school is released one hour early, which allows teachers an hour of team collaboration. During this collaboration time, the teachers will look at data, assessments, or assignments that were given and analyze them to help guide instruction. The teachers will also navigate websites such as the SVMI website to gain instructional strategies they can use within the classroom to help improve student learning. Once a month teachers are given an hour of time to meet with grade level alike teachers across the district. The meetings are led by site administrators but guided by direction for Education Services. Math instruction continues to be a focus of collaboration.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to content and performance standards.

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

Each grade level has adhered to the recommended instructional minutes for the ELA and mathematics instruction.

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

Teachers are given and use the district pacing guide to help guide the curriculum through the year. Lincoln Elementary doesn't have any assigned intervention courses but we do offer the Title 1 program which is a reading intervention program. With the help of the Title 1 teacher and the classroom teacher, decisions are made to give reading intervention support for a short time. Progress monitoring is done every three to four weeks and then intervention is offered if needed.

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

All classes have appropriate amounts of standards-based instructional materials (ELA, Math, Science, and Social Studies) for each student on campus.

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

Each grade level uses the district adopted standards based curriculum and instructional materials in the general education classes. They can use the materials whole class or in small groups during Tier 2 small group intervention.

Opportunity and Equal Educational Access

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

Lincoln Elementary is a Title 1 school which provides reading intervention and support to students who are below grade level. We have one Title 1 teacher, one intervention teacher who serves 50% of her time with reading intervention to third graders and 50% of her time with math intervention with fifth graders, three paraprofessionals, and one primary language assistant to help those struggling readers. We have one bilingual interrupter who helps parents but is also in classrooms offering support to students who are newcomers and have limited English skills. Students are targeted in small group instruction within their classroom by their classroom teacher and can also be given supports from the Title 1 program. Classroom teachers continue to work diligently by offering small group instruction in reading and math instruction.

Evidence-based educational practices to raise student achievement

Each teacher brings their own sense of ownership to the classroom with their evidence-based educational practices. Every class has a combination of the following practices: Small Group instruction in reading and math, use of iReady Math and Reading, use of intervention materials in Wonders and Study Sync, use of math manipulatives during math lessons, partner work, and group work.

Parental Engagement

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

We have ParentSquare to use as a mode of communication to parents. Within the school day we offer two outside counseling agencies that support student SEL needs (VCCS and CAPC). Donated school supplies are given to those students who might be in need of supplies. At the end of of the year we sent home a chapter book to all students to help enrich their summer reading and to help with the summer slide. We have a few organizations that continue to make donations to support the health and physical needs (glasses, shoes, clothes) to our 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)

Three different parent groups (ELAC, SSC, PTA) are involved in the planning and implementation of programs on our school site. We have two students groups (Student Council and Leadership) that also help to make decisions. In each group we discuss needs of the school, student needs, and plans to meet the goals that are in place in our school plan. Once a month a "Coffee With the Principal" is scheduled and is a platform for parents to come and listen to plans, share their thoughts, and give input on issues that they might have. We have one staff Leadership team where all grade levels and programs are represented. We discuss upcoming plans, discuss curriculum, review data, and make decisions for our school.

Funding

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

Lincoln Elementary is a Title 1 school which provides reading intervention and support to students who are below grade level. We have one Title 1 teacher, one intervention teacher, three paraprofessionals, one primary language assistant, and one bilingual interrupter to help those struggling readers. Students are targeted in small group instruction within their classroom by their classroom teacher and can also be given supports from the Title 1 program.

Fiscal support (EPC)

Lincoln Elementary has been fully funded with Title 1 monies to meet the needs of our underperforming students.

Educational Partner 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

The School Site Council members were pivotal in supporting the design for the school goals and writing of the School Plan for Student Achievement (SPSA). The School Site Council created a fluid list of strategies to support the ongoing goals for Lincoln Elementary. ELAC parents were presented the plan, in their home language using the support of translation services. Parents were invited to a voluntary meet and greet with admin to review the plan and to give feedback. Staff members were also engaged in the process through staff meetings and through Leadership meetings and collaboration.. The intention is that this process will lead to a partnership between family and school and will boost student achievement.

Resource Inequities

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

There are no known resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	16.7%	14.48%	12.39%	99	87	71
Asian	7.1%	5.82%	5.58%	42	35	32
Filipino	0.8%	0.50%	0.7%	5	3	4
Hispanic/Latino	59.0%	62.40%	61.61%	350	375	353
Pacific Islander	0.5%	0.50%	0.35%	3	3	2
White	9.3%	9.48%	11.34%	55	57	65
Multiple/No Response	6.4%	6.66%	7.5%	38	40	43
			Total Enrollment	593	601	573

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	74	72
Grade 1	72	71	73
Grade 2	92	74	71
Grade3	104	106	79
Grade 4	98	94	105
Grade 5	96	87	93
Grade 6	66	95	80
Total Enrollment	593	601	573

Conclusions based on this data:

1. African American, Asian, and Filipino has been declining over the last few years.
2. Enrollment is steady across the years.
3. Our Hispanic population has been steady but is a group that we need to focus on, being that it is our highest population of students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	93	105	106	15.7%	17.5%	18.5%
Fluent English Proficient (FEP)	39	33	32	6.6%	5.5%	5.6%
Reclassified Fluent English Proficient (RFEP)	3			3.2%		

Conclusions based on this data:

1. The amount of students that have been RFEP'ed is significantly less than year 2019-2020.
2. Our English Learner population is staying about the same over the years.
3. Our reclassification number has been steady over that past three years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	107	107		107	107		107	107		100.0	100.0	
Grade 4	93	94		92	94		92	94		98.9	100.0	
Grade 5	96	92		95	92		95	92		99.0	100.0	
Grade 6	64	95		64	95		64	95		100.0	100.0	
All Grades	360	388		358	388		358	388		99.4	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2372.	2369.		13.08	10.28		14.95	15.89		18.69	20.56		53.27	53.27	
Grade 4	2423.	2445.		8.70	21.28		25.00	15.96		21.74	26.60		44.57	36.17	
Grade 5	2476.	2464.		12.63	8.70		27.37	23.91		23.16	28.26		36.84	39.13	
Grade 6	2505.	2530.		12.50	16.84		28.13	30.53		29.69	26.32		29.69	26.32	
All Grades	N/A	N/A	N/A	11.73	14.18		23.18	21.39		22.63	25.26		42.46	39.18	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.21	11.21		50.47	53.27		38.32	35.51	
Grade 4	8.70	17.02		68.48	57.45		22.83	25.53	
Grade 5	9.47	7.61		64.21	63.04		26.32	29.35	
Grade 6	12.50	13.68		60.94	66.32		26.56	20.00	
All Grades	10.34	12.37		60.61	59.79		29.05	27.84	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.61	6.54		49.53	43.93		44.86	49.53	
Grade 4	8.70	12.77		60.87	61.70		30.43	25.53	
Grade 5	18.95	9.78		51.58	61.96		29.47	28.26	
Grade 6	15.63	21.05		45.31	53.68		39.06	25.26	
All Grades	11.73	12.37		52.23	54.90		36.03	32.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.48	8.41		66.36	71.96		26.17	19.63	
Grade 4	2.17	9.57		68.48	70.21		29.35	20.21	
Grade 5	9.47	3.26		76.84	79.35		13.68	17.39	
Grade 6	7.81	14.74		79.69	78.95		12.50	6.32	
All Grades	6.70	9.02		72.07	75.00		21.23	15.98	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.35	10.28		63.55	55.14		27.10	34.58	
Grade 4	8.70	14.89		64.13	62.77		27.17	22.34	
Grade 5	16.84	7.61		54.74	61.96		28.42	30.43	
Grade 6	17.19	21.05		64.06	67.37		18.75	11.58	
All Grades	12.57	13.40		61.45	61.60		25.98	25.00	

Conclusions based on this data:

1. Across all the grade levels in the 2019-2022 school year, student percentages in all categories were very similar.
2. During the 2020-2021 (COVID year) the amount of students tested was almost 100%, which was a challenge during that year. But, students mostly participated and had completed their state testing.
3. Our sixth grade students have been increasing their CAASPP scores consistently over the past few years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	107	107		105	106		105	106		98.1	99.1	
Grade 4	93	94		92	94		92	94		98.9	100.0	
Grade 5	96	92		94	92		94	92		97.9	100.0	
Grade 6	64	95		64	95		64	95		100.0	100.0	
All Grades	360	388		355	387		355	387		98.6	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2364.	2366.		4.76	7.55		20.00	17.92		20.95	22.64		54.29	51.89	
Grade 4	2416.	2424.		0.00	8.51		18.48	17.02		34.78	30.85		46.74	43.62	
Grade 5	2440.	2464.		8.51	10.87		5.32	13.04		32.98	30.43		53.19	45.65	
Grade 6	2488.	2514.		14.06	16.84		7.81	20.00		37.50	33.68		40.63	29.47	
All Grades	N/A	N/A	N/A	6.20	10.85		13.52	17.05		30.70	29.20		49.58	42.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.71	7.55		37.14	43.40		57.14	49.06	
Grade 4	3.26	11.70		47.83	42.55		48.91	45.74	
Grade 5	7.45	15.22		36.17	41.30		56.38	43.48	
Grade 6	9.38	13.68		39.06	54.74		51.56	31.58	
All Grades	6.20	11.89		40.00	45.48		53.80	42.64	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.38	10.38		37.14	41.51		50.48	48.11	
Grade 4	5.43	7.45		43.48	46.81		51.09	45.74	
Grade 5	5.32	9.78		39.36	43.48		55.32	46.74	
Grade 6	7.81	14.74		54.69	49.47		37.50	35.79	
All Grades	7.89	10.59		42.54	45.22		49.58	44.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.57	9.43		57.14	54.72		34.29	35.85	
Grade 4	3.26	7.45		58.70	52.13		38.04	40.43	
Grade 5	8.51	4.35		55.32	60.87		36.17	34.78	
Grade 6	7.81	16.84		65.63	61.05		26.56	22.11	
All Grades	7.04	9.56		58.59	57.11		34.37	33.33	

Conclusions based on this data:

1. In 2020-2021 we had nearly 80% of our students not meet standards in math. In 2018-2019, we had nearly 60% of our students not meet standards in math. The increase in students not meeting standards is led to believe it was COVID.
2. Each year post-COVID, our math scores in each grade level have seen an increase, getting back to the scores pre-COVID.
3. Critical thinking and demonstrating reasoning is a constant area of focus.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1412.9		*	1430.5		*	1371.9		10	14	
1	1433.1	*		1456.3	*		1409.3	*		11	9	
2	1480.0	1455.5		1484.2	1463.8		1475.3	1446.9		20	13	
3	1474.0	1467.0		1473.5	1454.2		1474.2	1479.3		22	24	
4	1509.9	1505.7		1509.9	1502.0		1509.4	1508.8		16	20	
5	*	1524.1		*	1516.8		*	1530.9		10	13	
6	*	*		*	*		*	*		10	8	
All Grades										99	101	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	57.14		*	21.43		*	21.43		*	14	
1	0.00	*		36.36	*		45.45	*		18.18	*		11	*	
2	15.00	0.00		50.00	61.54		25.00	7.69		10.00	30.77		20	13	
3	0.00	0.00		31.82	37.50		50.00	29.17		18.18	33.33		22	24	
4	18.75	20.00		31.25	35.00		37.50	45.00		12.50	0.00		16	20	
5	*	23.08		*	23.08		*	46.15		*	7.69		*	13	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	11.11	9.90		36.36	41.58		39.39	31.68		13.13	16.83		99	101	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	14.29		*	50.00		*	21.43		*	14.29		*	14	
1	0.00	*		72.73	*		18.18	*		9.09	*		11	*	
2	25.00	30.77		40.00	15.38		30.00	38.46		5.00	15.38		20	13	
3	9.09	4.17		63.64	45.83		22.73	16.67		4.55	33.33		22	24	
4	31.25	15.00		56.25	65.00		12.50	20.00		0.00	0.00		16	20	
5	*	30.77		*	53.85		*	7.69		*	7.69		*	13	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	20.20	18.81		55.56	45.54		19.19	21.78		5.05	13.86		99	101	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	35.71		*	35.71		*	28.57		*	14	
1	0.00	*		36.36	*		18.18	*		45.45	*		11	*	
2	15.00	0.00		35.00	46.15		30.00	23.08		20.00	30.77		20	13	
3	0.00	0.00		22.73	25.00		45.45	45.83		31.82	29.17		22	24	
4	18.75	10.00		18.75	25.00		31.25	30.00		31.25	35.00		16	20	
5	*	15.38		*	30.77		*	30.77		*	23.08		*	13	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	3.96		23.23	32.67		42.42	32.67		25.25	30.69		99	101	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	21.43		*	64.29		*	14.29		*	14	
1	36.36	*		63.64	*		0.00	*		11	*	
2	30.00	23.08		65.00	61.54		5.00	15.38		20	13	
3	13.64	16.67		81.82	62.50		4.55	20.83		22	24	
4	43.75	50.00		50.00	45.00		6.25	5.00		16	20	
5	*	15.38		*	76.92		*	7.69		*	13	
6	*	*		*	*		*	*		*	*	
All Grades	28.28	25.74		67.68	63.37		4.04	10.89		99	101	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	14.29		*	57.14		*	28.57		*	14	
1	18.18	*		63.64	*		18.18	*		11	*	
2	25.00	23.08		70.00	46.15		5.00	30.77		20	13	
3	13.64	20.83		77.27	33.33		9.09	45.83		22	24	
4	43.75	20.00		56.25	75.00		0.00	5.00		16	20	
5	*	61.54		*	30.77		*	7.69		*	13	
6	*	*		*	*		*	*		*	*	
All Grades	31.31	27.72		59.60	49.50		9.09	22.77		99	101	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	71.43		*	28.57		*	14	
1	0.00	*		54.55	*		45.45	*		11	*	
2	25.00	7.69		55.00	61.54		20.00	30.77		20	13	
3	0.00	0.00		50.00	54.17		50.00	45.83		22	24	
4	18.75	10.00		37.50	35.00		43.75	55.00		16	20	
5	*	23.08		*	46.15		*	30.77		*	13	
6	*	*		*	*		*	*		*	*	
All Grades	10.10	7.92		55.56	51.49		34.34	40.59		99	101	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57		*	35.71		*	35.71		*	14	
1	0.00	*		54.55	*		45.45	*		11	*	
2	15.00	15.38		70.00	38.46		15.00	46.15		20	13	
3	4.55	0.00		63.64	75.00		31.82	25.00		22	24	
4	12.50	15.00		56.25	75.00		31.25	10.00		16	20	
5	*	23.08		*	61.54		*	15.38		*	13	
6	*	*		*	*		*	*		*	*	
All Grades	11.11	12.87		63.64	64.36		25.25	22.77		99	101	

Conclusions based on this data:

1. Our students in Level 1 performance is rising, which means we are getting more Newcomers to our school.

2. We are on a steady decline of the number or English Learner students.

3. The majority of our students are in the Level 2 or Level 3 stage on the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
601	**75.9**	**17.5**	**0.3**
Total Number of Students enrolled in Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	17.5
Foster Youth	2	0.3
Homeless	23	3.8
Socioeconomically Disadvantaged	456	75.9
Students with Disabilities	71	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	87	14.5
American Indian		
Asian	35	5.8
Filipino	3	0.5
Hispanic	375	62.4
Two or More Races	40	6.7
Pacific Islander	3	0.5
White	57	9.5

Conclusions based on this data:

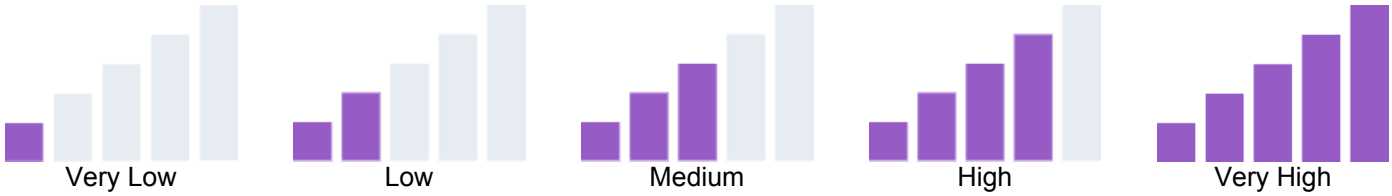
1. Lincoln Elementary student population has changed over time, with Hispanic being more than 60% for the past several years.
2. Our Homeless number has increased based, due to state laws on what constitutes homeless.
3. Our socioeconomic disadvantaged percentage has decreased since pre-COVID.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Low		
English Learner Progress: VeryLow		

Conclusions based on this data:

1. Our chronic absenteeism seems to be increasing each year, despite the efforts put in on the site level.
2. Our suspension rate seems high with this data, but we feel there will be a decrease over the next few years.
3. Our math and ELA performance numbers have increased and will continue to increase over the next few years.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

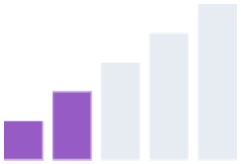
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
31.8 points below standard	53.4 points below standard	2 Students
361 Students	79 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
80.4 points below standard	41.0 points below standard	105.6 points below standard
20 Students	295 Students	60 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 62.7 points below standard 55 Students		No Performance Level 14.1 points below standard 24 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 30.2 points below standard 218 Students	No Performance Level 13.7 points below standard 26 Students	No Performance Level 2 Students	Low 27.8 points below standard 31 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.7 points below standard 63 Students	34.2 points above standard 16 Students	29.9 points below standard 267 Students

Conclusions based on this data:

1. All subgroups are performing in the Low category in ELA.
2. The majority of our English Learners are performing below standard.
3. Although our African American population is on the lower side, their ELA performance is scoring significantly lower than all other subgroups.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

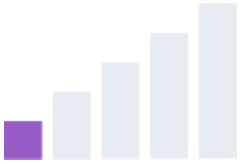
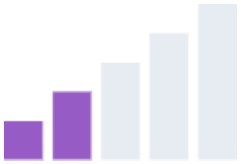
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
2	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
56.4 points below standard	61.5 points below standard	2 Students
360 Students	79 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
129.2 points below standard	64.9 points below standard	129.1 points below standard
20 Students	294 Students	60 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 110.8 points below standard 55 Students		No Performance Level 27.8 points below standard 24 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 46.7 points below standard 218 Students	No Performance Level 61.2 points below standard 26 Students	No Performance Level 2 Students	Low 42.1 points below standard 31 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.1 points below standard 63 Students	23.6 points above standard 16 Students	59.3 points below standard 266 Students

Conclusions based on this data:

1. All subgroups are performing in the Low category in Math.
2. The majority of our English Learners are performing below standard.
3. Although our African American population is on the lower side, their Math performance is scoring significantly lower than all other subgroups.

School and Student Performance Data

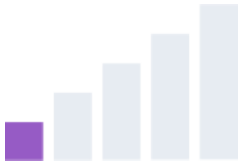
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

34.1 making progress towards English language proficiency

Number of EL Students: 82 Students

Performance Level: 1

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.

2022 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
17.1%	48.8%	3.7%	30.5%

Conclusions based on this data:

1. We need to dive deeper into the students who have maintained their level on ELPAC, with that number being almost 50% of our students.
2. A good number of our students progressed one level.
3. We need to dive deeper into the student group that decreased by one level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

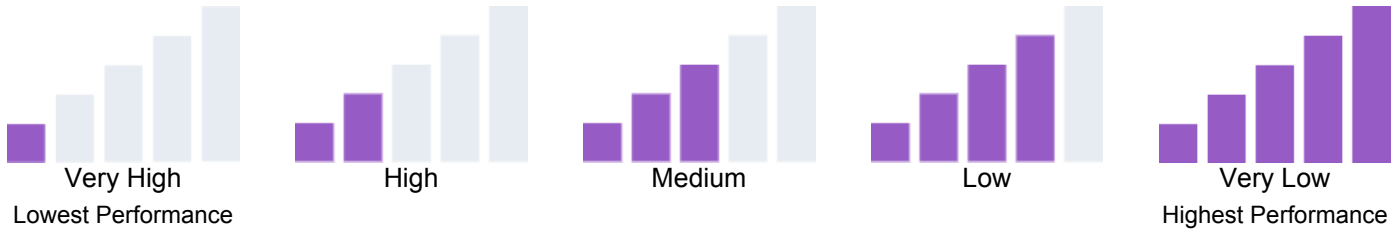
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

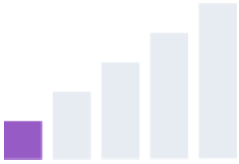
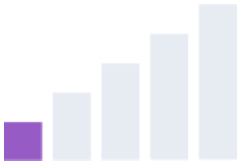
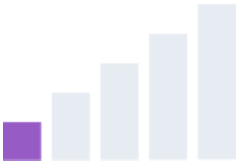
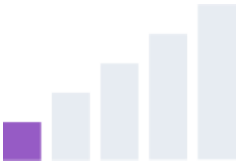
Very High	High	Medium	Low	Very Low
8	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
48.5% Chronically Absent	50% Chronically Absent	Less than 11 Students
637 Students	108 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
67.6% Chronically Absent	53.1% Chronically Absent	60% Chronically Absent
34 Students	514 Students	90 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very High 50.5% Chronically Absent 95 Students		High 20% Chronically Absent 35 Students	No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 51% Chronically Absent 390 Students	 Very High 51% Chronically Absent 49 Students	No Performance Level Less than 11 Students 3 Students	 Very High 44.3% Chronically Absent 61 Students

Conclusions based on this data:

1. In looking at the data by race/ethnicity, there doesn't seem to be much of a difference between groups.
2. In looking at the data by student group, the homeless, and students with disabilities are the most concerning.
3. Our chronic absenteeism rate has made a significant increase since COVID.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

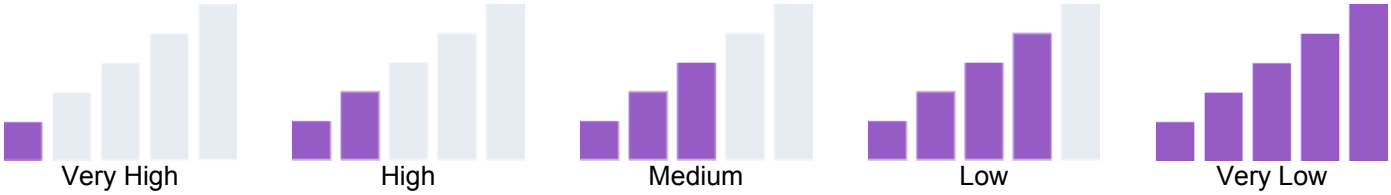
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
3	4	2	0	0

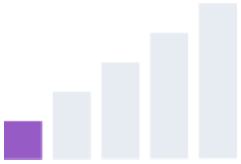
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

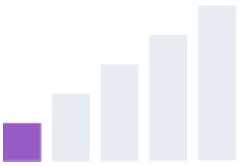
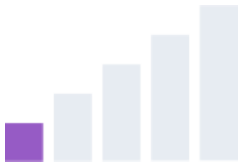
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
4.4% suspended at least one day	2.7% suspended at least one day	Less than 11 Students
665 Students	111 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	High
5.3% suspended at least one day	5.4% suspended at least one day	3.2% suspended at least one day
38 Students	537 Students	93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High		High	No Performance Level
6.2% suspended at least one day		5.7% suspended at least one day	Less than 11 Students
97 Students		35 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very High	No Performance Level	Very High
2.7% suspended at least one day	11.8% suspended at least one day	Less than 11 Students	6.1% suspended at least one day
409 Students	51 Students	3 Students	66 Students

Conclusions based on this data:

1. Although our African American, Asian, and White populations are one of the smallest in the school, they are the largest groups that have been suspended.
2. Although our Hispanic population is the largest, it is the lowest number in suspensions.
3. Our homeless population struggled with behaviors, although they were among one of the smallest populations.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 1

Goal 1: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core English Language Arts standards.

Identified Need

The number of students entering Kindergarten with school readiness skills is lower than expected. With early intervention we see there is an increase in reading skills. As the students get older, the need for intervention increases based on students' reading, comprehension, and writing assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students meeting or exceeding standards - CAASPP ELA	Grade 3 - 32% Grade 4 - 36% Grade 5 - 42% Grade 6 - 47% Spring 2023	Grade 3 - 35% Grade 4 - 40% Grade 5 - 45% Grade 6 - 50% Spring 2024
Percentage of Grade 1-3 students Ready for Core Support - DIBELS	Kinder - N/A Grade 1 - 24% Grade 2 - 60% Grade 3 - 45% Fall 2023 (BOY)	Kinder - 40% Grade 1 - 50% Grade 2 - 70% Grade 3 - 60% Spring 2024 (EOY)
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Grade 1 - 1% Grade 2 - 28% Grade 3 - 31% Grade 4 - 17% Grade 5 - 22% Grade 6 - 23% September 2023	Grade 1 - 30% Grade 2 - 40% Grade 3 - 40% Grade 4 - 35% Grade 5 - 35% Grade 6 - 35% May 2024

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

1.1 Teachers will utilize supplemental small group reading activities such as listening centers, flash cards, word games, phonics lesson programs, etc.

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)
8,000.00	Title I Part A: Allocation

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

1.2 Professional learning and collaboration opportunities will be ongoing throughout the school year to support teacher growth.

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)
10,000.00	Title I Part A: Allocation

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

1.3 Teachers will utilize supplemental materials and digital programs such as RAZ Kids, Scholastic News, Time For Kids, Accelerated Reading, journals, etc. to support English language arts growth.

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)
12,000.00	Title I Part A: Allocation

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

1.4 After school enrichment hour will be provided to support comprehension skills: book clubs, literature circles, project based learning, etc.

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)
10,000.00	Title I Part A: Allocation

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

1.5 Classes will be enriched with books for teacher read alouds, reading centers, and independent reading areas.

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)
7,000.00	Title I Part A: Allocation

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

1.6 Two paraprofessionals will support students in reading intervention throughout the school year.

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)
54,195.07	Title I Part A: Allocation

Annual Review

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.

Throughout the school year, teachers collaborated and consistently progress monitored students to determine if interventions were needed. If interventions were needed for students, teachers planned lessons geared to their needs. I-Ready Reading is a program that was utilized for grades 1-6th and was helping teachers differentiate their lessons and use of small group activities. I-Ready is a newer assessment that we are using in our district to show growth. Teachers will be analyzing the data and student usage routinely throughout the year to gage student growth.

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

We have added areas where reading tutoring will be happening after school by the teachers in some grade levels.

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.

In looking at the data and metrics, we know that there has been a steady growth in our students and we want to continue the current strategies set in place.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 2

Goal 2: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core Mathematics standards.

Identified Need

The number of students entering Kindergarten with school readiness skills is lower than expected. As the students get older, the need for intervention increases based on students mathematical skills based on assessments, classwork, and teacher observation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 Students meeting or exceeding standards - CAASPP Math	Grade 3 - 32% Grade 4 - 30% Grade 5- 23% Grade 6- 39% Spring 2023	Grade 3 - 35% Grade 4 - 35% Grade 5- 30% Grade 6- 40% Spring 2024
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Grade 1 - 0% Grade 2 - 9% Grade 3 - 7% Grade 4 - 7% Grade 5 - 15% Grade 6 - 18% September 2023	Grade 1 - 30% Grade 2 - 35% Grade 3 - 35% Grade 4 - 35% Grade 5 - 40% Grade 6 - 40% May 2024

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

2.1 All grade levels will be enriched with read aloud books that support mathematics instruction.

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)
2,000	Title I Part A: Allocation

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

2.2 Professional learning and collaboration opportunities will be ongoing throughout the school year to support teacher knowledge and student success in mathematics.

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)
10,000.00	Title I Part A: Allocation

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

2.3 Extended school day learning activities will be offered to students needing academic support in mathematics.

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)
10,000.00	Title I Part A: Allocation

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

2.4 Classes will be enriched with math manipulatives such as white boards, hundreds boards, magnetic numbers, base ten blocks, etc, to give hands on learning and small group work in mathematics, as well as math journals to support math vocabulary and concepts.

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)
15,000.00	Title I Part A: Allocation

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
2.5 Teachers will participate in a year-long book study: Building Thinking Classrooms in Mathematics, which will support a high level of rigor and strong math instruction.

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)
1,500.00	Title I Part A: Allocation

Annual Review

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.
Math Night for Families was implemented and had a strong turnout with our students and their families. Math journals were implemented throughout grade levels. We know that the staff must focus on math data more closely, give students more access to small group instruction, offer intense math tutoring using specific skills to get the results desired. Students were starting to use math journals during lessons and were becoming familiar with the process. Teachers are beginning to use manipulatives more during direct instruction and small group work.

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

There were no major differences in the intended goals and plans that were budgeted and implemented.

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.

Math tutoring will be offered for some grade levels by teachers in an afterschool format. Teachers will continue their learning in SVMI trainings throughout the year and will continue their professional growth in mathematics using a year-long book study for mathematics instruction.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 3

Goal 3: Student engagement will improve through activities and strategies in the areas of science, social studies and the arts.

Identified Need

In past years, students have learned science and social studies through a text book and writing has been more of a tedious task that was just assigned. We know that we need to engage students in hands-on experiences that are exciting and engaging so students can make learning realistic. Through hands-on experiences, assignments, and activities, students will be able to look at learning as an activity verses a task. Students skillset will increase because of their engagement levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	Students who like attending class: 28% Students who feel like the work in their class makes them think 45% February 2023	Students who like attending class: 35% Students who feel like the work in their class makes them think 50% February 2024

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

3.1 Throughout the year, teachers will incorporate science, social studies, ELA, and math concepts through movement and exploration with programs such as The Walking Classroom, Kahoot, Mystery Science, Field Trips, etc. with a writing component attached.

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)
20,000.00	Title I Part A: Allocation

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

3.2 STEAM materials will be purchased to support a more project based learning style which will help with student engagement and learning in all subjects during class time. There will be a writing component attached to all projects.

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)
8,879.50	Title I Part A: Allocation

Annual Review

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.

Teachers have struggled with teaching science with the Foss Kits or any other project based learning that was needed to keep the engagement rising. Teachers did use Mystery Science and Kahoot to give engaging and fun learning activities for the students. This year we know that students are needing engaging hands-on tasks to increase their engagement which in turn increases their learning. LUSD has adopted a new science curriculum which should help with the implementation and teaching of science.

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

There were no major differences in the intended goals and plans that were budgeted and implemented.

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 will continue with the learning and growth in student engagement in social studies, science, and the arts, to help increase the learning in all other subjects. We will add in Field Trips to help support hands-on learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 4

Goal 4: The school will expand opportunities for family participation and education.

Identified Need

The school would like more families to be engaged by coming to school-wide functions. The intention is for families to feel welcomed to our campus and given the means to help their child in the learning process. There is a need for families to know what is going on in the classroom, through conversations with their child using home-school communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/Percentage of students' families participating in school events during the school year	Back to School Night - 400/600 Bingo For Books - 50/600 Science Night - 100/600 Math Night - 60/600 Parent Conferences - 525/600 2022-2023	Back to School Night - 450/600 Bingo For Books - 70/600 Science Night - 150/600 Math Night - 100/600 Parent Conferences - 550/600 2023-2024

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

4.1 Family Engagement Nights (Living Wax Museum, Math Night, Science Night, Author's Tea, Career Day) will happen throughout the school year to create a sense of belonging and greater understanding of their child's curricula. Purchase materials and supplies for family events.

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)
2,466.00	Title I Part A: Parent Involvement
5,000.00	Title I Part A: Allocation

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

4.2 Translation services at family events will enhance communication with families who do not speak English as their first language. Pay for interpreting services for family events.

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)
2,000.00	Title I Part A: Allocation

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

4.3 A reading program will be implemented to allow families and school to feel connected and aim for the same purpose. (One School, One Book)

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)
15,000.00	Title I Part A: Allocation

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

4.4 Planners and folders will be purchased and the staff will collaborate to discuss the routines and expectations that will be put into place for cross grade level continuity.

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)
6,000.00	Title I Part A: Allocation

Annual Review

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.

Math Night happened in the Fall of 2022 and had a small number in attendance than intended. Science Night happened and was well attended with families engaging with their children. One School One Book happened throughout the second half of the year and was well liked by students and staff. Messages were sent out to the families to provide all the resources that was needed for the book being read at the time.

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

Goal 4.3 was a goal indicating that there was going to be ongoing professional learning on how to enhance a culture where families feel safe and welcoming. We are removing this goal for the 2023-2024 school year.

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.

There will be more staff collaboration between grade levels to ensure there is consistency among the whole school and its practices with planners and folders. We will attempt to add in one or two more family engagement nights such as Author's Tea or Living Wax Museum. Youth Truth Survey results will be used to guide the overall effectiveness of the goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 5

Goal 5: The suspension rate will decrease from the previous school year. Attendance rates for all students will increase from the previous school year.

Identified Need

Student behaviors (mainly physical altercations) has seen a uptick. By adding additional resources on campus, it will help with an increase of positive student behavior.
Having set routines in place will help our students' desire to want to come to school daily. Students and parents need to be educated on why attendance matters and the importance of their child coming to school on a daily basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the number of students who are suspended at least once during the academic year. CA Dashboard	42 incidents during the school year Asian - 1 students African American - 17 students Hispanic - 16 students White - 4 students CalPads 2022-2023	20 incidents during the school year Asian - less than 2 African American - less than 10 Hispanic - less than 10 White - less than 4 CalPads 2023-24
Percentage of students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school	38.3% - Chronically Absent Students CalPads 2022-2023	30% - Chronically Absent Students CalPads 2023-2024

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

5.1 A counselor on campus will provide support to students so they feel Lincoln Elementary is a safe environment to learn.

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)
17,571.43	Title I Part A: Allocation

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

5.2 Activities and supplies will be purchased and available for students to use when needed for focus and stamina in and out of the classroom. These could include alternative seating, games, fidgets, exercise balls, etc.

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)
500.00	Title I Part A: Allocation

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

5.3 Wellness Center resources will be available and implemented throughout the school year. (books, supplies, Second Step curriculum)

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)
6,000.00	Title I Part A: Allocation

Annual Review

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 use of a counselor was effective for supporting students. Lincoln Elementary Staff began to utilize the Wellness Center to help support students behaviors and achievement on a more consistent basis. The Wellness Center was utilized to assist students to have a greater positive attitude and more success in school. The staff began to recognize this was a need and students benefited from it. Students reported to administrators and teachers that they felt safer at school and more successful in learning. Weekly and daily discussions with students regarding attendance from teachers and admin was implemented. Due to the COVID-19 pandemic, the chronic absenteeism rate increased significantly over the past year from 25.2% to 48.1%.

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

There were no major differences in the intended goal and plans that were budgeted and implemented.

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.

Goal 5.2 will include a different type of learning space for students who may need the change of environments. Being able to adapt a learning space for students will improve student behaviors while in turn decreasing suspensions and increasing attendance rates because the student will feel successful while at school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 6

Goal 6: All English learners will show growth towards meeting English Language proficiency and grade level academic standards.

Identified Need

English learners need to increase both language and academic skills in all areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 4 - 14 students Level 3 - 36 students Level 2 - 31 students Level 1 - 21 students CalPads 2022-2023 ELPAC Overall Proficiency Levels	2023-2024 - 25% of English learners will advance one proficiency level on the ELPAC
Reclassification	2022-2023 - 5 out of 107 EL students were reclassified	2023-2024 - 5 EL students will be meet reclassification criteria

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)

English Learners

Strategy/Activity

6.1 A bilingual translator will be available to support students in the classroom in all subject areas.

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)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

6.2 Supplies and resources will be purchased to engage students and families in the area of developing student English language skills.

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)
4,000.00	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

6.3 Teachers will work with students in small groups (designated ELD) based on ELPAC and skill level to help increase student English skills. Supplies for the designated ELD will be purchased or created to increase student skills.

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)
4,000.00	Title I Part A: Allocation

Annual Review

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.

Over the past few years we have gained some students who are emerging English learners. These students struggle in daily conversation as well as accessing vocabulary and understanding of the curriculum. In our Title 1 program we have primary language assistants on hand ready to assist our emerging English learners. They will support students in a small group or one on one setting to bridge their academic and social language. We met our expected outcome with five students meeting qualifications for reclassification at the beginning of the 2022/2023 school year. 8% of our EL students moved ELPAC levels in a positive direction. Level 4 - increased by two students. Level 3 - increased by nine students. Level 2 - decreased by one student. Level 1 - decreased by seven students.

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

There were no major differences in the intended implementation and the budgeted expenditures for this goal.

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.

There were not changes to the goal or strategies.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	228,646.00	0.00
Title I Part A: Parent Involvement	2,466.00	0.00
Unrestricted		

Total Funding Allocation: 231,112
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	228,646.00
Title I Part A: Parent Involvement	2,466.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
231,112.00

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
Becky Sprinkle	Principal
Megan Clements	Classroom Teacher
Debbie Bailey	Classroom Teacher
Melanie Grupe	Classroom Teacher
Regina Acosta	Other School Staff
Davette Moyal	Parent or Community Member
Anthony Perez	Parent or Community Member
Shelby Moran	Parent or Community Member
Lilliana Udang	Parent or Community Member
Tawyna Dimagnaong	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 October 11, 2023.

Attested:

Principal, Rebecca Sprinkle on October 11, 2022

SSC Chairperson, Lilliana Udang on October 11, 2023

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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.

Educational Partner 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019