

# 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	48705816051494	9/27/2021	

## Purpose and Description

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

Schoolwide Program  
 Comprehensive Support and Improvement  
 The purpose of the SPSA is to coordinate all educational services at the school.

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.

Lincoln Elementary School is a small, community school in the downtown Vallejo area, serving a high need population of students and families.

Our plan is to provide rigorous education for the whole child, upholding VCUSD's guardrails and Instructional Priorities for ELA and Math as well as Social - Emotional Learning.

Through weekly collaboration, teachers will be provided professional development to bolster their skills in the following areas:

1. Engaging with complex texts
2. Math instruction that develops conceptual understanding and applies concepts to real world problems
3. Supporting English Language Development
4. Develop social - emotional competencies

Student growth and mastery will be measured using site and district benchmark data, state assessments, attendance and discipline data.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The VCUSD Learning Continuity and Attendance Plan and related stakeholder feedback guides the goals of the site plans. Lincoln participates in the California Healthy Kids Survey for students, staff and families. Lincoln will also use site-based surveys to improve professional development and collaboration among the staff, as well as to provide services that are aligned to our community's needs.

## Classroom Observations

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

Informal classroom observations are performed at least 3 times a week, and post conferences are scheduled as needed to follow up on areas of concern, provide praise or to plan for sharing of strategies with colleagues. Formal observations are based on a teacher's evaluation status. Teachers need support to build strong classroom procedures to be able to do small group instruction and differentiate instruction. Spiraling back to foundational literacy skills, as well as number sense will be needed to meet our students' learning needs. The teacher leader also conducts observations as part the coaching cycles she is in with each teacher. Teachers choose between weekly or biweekly meetings with the teacher leader, with observations and planning sessions in between.

## 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)

In addition to the state ELPAC and CAASPP data, VCUSD provides our school with baseline, formative, and summative assessments. These are used to modify instruction and allocate resources and funding to provide remediation where needed in the form of formal intervention groups, and classroom small group instruction. These assessments also provide data that can be used for our Student Success Team (SST) process for individual remediation.

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

Teachers use curriculum-embedded assessments to drive instruction and support for all learners, including struggling students, and English Language Learners. Each teacher has a weekly or bi-weekly meeting with our Teacher Leader, where they review performance data and student work in order to plan instruction that will address student's immediate needs. Additionally, Lincoln has taken on Guided Reading this school year. This instructional strategy requires teachers to do a deep reading record assessment to look at a students' reading habits in detail, and target instruction to match their precise level.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lincoln Elementary School is staffed with all Highly Qualified Teachers in all core subject areas. The VCUSD hiring process ensures that teaching staff are only hired on once they have met the ESEA Highly Qualified Teacher requirement. This includes ensuring that teachers are proficient in teaching students with Special needs, English Language Learners, and students from diverse backgrounds.

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

Lincoln Elementary School use State Board of Education adopted material for all of its core subjects. All teachers have been provided professional development on how to use the materials effectively in their classrooms. (ELA-Houghton Mifflin; Math and Social Studies - Pearson, Science - TWIG. District-wide training is available for district-wide expectations including English Language Development, intervention programs with strategies for use, and best practices for Math and ELA.

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

Site Professional Development takes place weekly via virtual meeting every other week. Staff development is currently focused on planning engaging, standards based instruction. We are working on learning the Guided Reading process, as well as incorporating more modeling with Math. This year we will also dive more deeply into issues of equity and racism with the EPOCH learning modules.

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

In addition to our weekly PD and weekly or biweekly individual meetings with the Teacher Leader, the VCUSD PD calendar provides opportunities for teachers to collaborate with a network of teachers at the same grade level. Some teachers also attend teacher institutes put on by the district for additional training,

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

VCUSD PD calendar provides regular opportunities for teachers to collaborate with a network of teachers at the same grade level. Our grade level teams are K-2 and 3-5 since our school is so small.

## Teaching and Learning

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

VCUSD has provided integrated pacing guides for each grade level to implement our adopted curriculum and provide instruction on the standards in all subject areas. Through regular coaching cycles, teachers unpack these pacing guides and plan rigorous lessons.

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

Lincoln Elementary meets the minimum instructional minutes for English Language Arts and mathematics. Each teacher has turned in a weekly schedule adhering to the instructional minutes checklist.

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

Teachers follow the integrated planning guides for whole group instruction, They modify as needed and then plan in - class differentiation as needed. The bilingual tutor, designated sub and teacher leader pull students out for tier 2 targeted intervention when students show they significantly below grade level in a particular area.

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

Standards - based instructional materials are used in all classrooms and are available for all students. Lincoln had a successful Williams visit with no deficiencies found. There are surplus materials stored in our bookroom.

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

All materials used at Lincoln Elementary School have been approved by the State Board of Education. The adopted ELA curriculum includes materials for intervention for English Learners, and both the Math and ELA adoptions include ancillary materials to use for intervention and remediation. Imagine Learning is a supplemental, diagnostic curriculum that adapts content to the learner's level. All Lincoln teachers ask students to work in Imagine Literacy and Math each week.

## Opportunity and Equal Educational Access

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

Lincoln Elementary is fortunate to have a full time bilingual tutor and full time designated sub. These two staff assist teachers in small group instruction to target the needs of our underperforming students. Teachers provide instructional material from the core program to be reviewed, pre-taught or scaffolded in small groups with these two staff or in a small group with the teacher directly. Additionally, we have a Mental Health support provider who conducts a weekly SEL lesson in each classroom. Our ASP assists teachers in developing strategies for struggling students, in contacting disengaged families and providing support to re-engage. Both our ASP and designated sub are fluent in Spanish and can help translate communication with our Spanish-speaking families.

Evidence-based educational practices to raise student achievement

All teachers at Lincoln have been trained in Close Reading and Guided Reading. Students will have access to 50% fiction and 50% non-fiction texts as part of their instruction.

All teachers have been trained in the use of Number Talks. Teachers will continue to develop their use of this strategy to support student's skills in problem solving, Math discourse, modeling and the 8 Mathematical Practices. Teachers are engaged in a book study on Mathematical Mindsets to vconnect Math instruction to mindfulness and the brain.

Trauma informed practice and brain based education tell us that students are better able to use the reasoning portion of their brains when they feel regulated and related to the other people in their classroom. To this end, Lincoln implements the Mind Up mindfulness curriculum as well as the PAX Behavior Regulation program to help students develop these skills and habits and be ready to learn. Other CASEL Core Competencies will be embedded into Literacy and Math instruction.

## Parental Engagement

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

Lincoln has multiple support staff to help our under-achieving students. Our ASP assists teachers in supporting families, tracking and contacting chronically absent students, and training teachers to monitor Tier 1 interventions in preparation of any SST referrals. We have a full time bilingual tutor who runs small group instruction for our level 1 & 2 EL students, meeting with them for 2-4 sessions per week. Our full time designated sub who also runs small groups or assists and supports teachers so that they may run small groups. Lincoln students have access to adaptive, online literacy and Math support programs to individualize intervention and instruction. Our expanded learning program is available first to families in need the most. Both our ASP and designated sub are fluent in Spanish and can help translate documents or connect with our Spanish-speaking families. Our TL meets with teachers weekly or biweekly to review student work and engage in conversations related to the mastery of the standards for their grade level. The TL also supports communication between teachers and parents regarding student's academic needs and related interventions. The school district and parent liaisons provide help for parents in both English and Spanish.

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)

Lincoln Elementary school has a School Site Council / ELAC which meets monthly to plan, implement and evaluate all available ConApp programs. The principal holds a monthly parent coffee club so that parents may meet informally, ask questions and provide input. When protocols allow, we will resume in-person family literacy and math nights to involve the community further.

### Funding

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

Expanded learning programs funded by ASES grants take place daily after school. Intervention programs will be provided by the teacher leader and other staff after school.

### Fiscal support (EPC)

The School and District general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the School Plan for Student Achievement.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Lincoln Elementary meets with its Design team, Care team, Site Council and ELAC and school staff for the SPSA and Annual Review and Update.

## **Resource Inequities**

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

N/A



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	52.17%	51.58%	52.8%	108	98	96
Asian	0.97%	1.05%	1.1%	2	2	2
Filipino	4.35%	4.74%	4.4%	9	9	8
Hispanic/Latino	36.23%	35.26%	34.6%	75	67	63
Pacific Islander	0.97%	0%	%	2	0	
White	3.38%	5.79%	5.5%	7	11	10
Multiple/No Response	%	0%	1.7%		3	3
Total Enrollment				207	190	182

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	34	37	26
Grade 1	38	32	34
Grade 2	41	36	28
Grade3	33	34	32
Grade 4	31	28	35
Grade 5	30	23	27
Total Enrollment	207	190	182

### Conclusions based on this data:

1. There is a decline in enrollment at Lincoln. Parent engagement will be critical in maintaining enrollment.
2. Percentages of student groups at Lincoln have remained relatively consistent across the three school years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	46	37	24	22.2%	19.5%	13.2%
Fluent English Proficient (FEP)	3	16	17	1.4%	8.4%	9.3%
Reclassified Fluent English Proficient	4	17	4	9.1%	37.0%	10.8%

### Conclusions based on this data:

1. There is a stable population of English Learners at Lincoln.
2. With a growing number of reclassified students, monitoring the success of students with an RFEP status is important.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26	32	32	26	31	31	26	31	31	100	96.9	96.9
Grade 4	29	27	31	29	27	31	29	27	31	100	100	100
Grade 5	25	31	32	25	30	31	25	30	31	100	96.8	96.9
All Grades	80	90	95	80	88	93	80	88	93	100	97.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2366.	2370.	2343.	3.85	3.23	9.68	11.54	25.81	6.45	26.92	25.81	19.35	57.69	45.16	64.52
Grade 4	2352.	2392.	2381.	3.45	0.00	6.45	6.90	18.52	9.68	13.79	25.93	22.58	75.86	55.56	61.29
Grade 5	2402.	2442.	2408.	0.00	10.00	0.00	12.00	16.67	19.35	16.00	23.33	9.68	72.00	50.00	70.97
All Grades	N/A	N/A	N/A	2.50	4.55	5.38	10.00	20.45	11.83	18.75	25.00	17.20	68.75	50.00	65.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.85	0.00	9.68	30.77	38.71	29.03	65.38	61.29	61.29
Grade 4	6.90	0.00	3.23	20.69	33.33	38.71	72.41	66.67	58.06
Grade 5	4.00	13.33	0.00	36.00	33.33	38.71	60.00	53.33	61.29
All Grades	5.00	4.55	4.30	28.75	35.23	35.48	66.25	60.23	60.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	12.90	3.23	38.46	45.16	41.94	53.85	41.94	54.84
Grade 4	0.00	3.70	6.45	20.69	33.33	35.48	79.31	62.96	58.06
Grade 5	0.00	10.00	0.00	44.00	46.67	38.71	56.00	43.33	61.29
All Grades	2.50	9.09	3.23	33.75	42.05	38.71	63.75	48.86	58.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	12.90	6.45	50.00	54.84	41.94	42.31	32.26	51.61
Grade 4	0.00	3.70	6.45	44.83	66.67	58.06	55.17	29.63	35.48
Grade 5	0.00	3.33	3.23	48.00	56.67	32.26	52.00	40.00	64.52
All Grades	2.50	6.82	5.38	47.50	59.09	44.09	50.00	34.09	50.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.85	9.68	3.23	50.00	48.39	29.03	46.15	41.94	67.74
Grade 4	0.00	14.81	3.23	31.03	48.15	41.94	68.97	37.04	54.84
Grade 5	0.00	26.67	6.45	28.00	30.00	32.26	72.00	43.33	61.29
All Grades	1.25	17.05	4.30	36.25	42.05	34.41	62.50	40.91	61.29

**Conclusions based on this data:**

1. ELA instruction has not supported students in demonstrating mastery on the CAASPP.
2. Percent of students scoring proficient has dipped in all areas, with the number of students below standard increasing.
3. Reading and Research / Inquiry are our greatest areas of need.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26	32	32	26	31	31	26	31	31	100	96.9	96.9
Grade 4	29	27	31	29	27	31	29	27	31	100	100	100
Grade 5	25	31	32	25	30	31	25	30	31	100	96.8	96.9
All Grades	80	90	95	80	88	93	80	88	93	100	97.8	97.9

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2385.	2366.	7.69	0.00	3.23	38.46	19.35	12.90	46.15	38.71	22.58	7.69	41.94	61.29
Grade 4	2382.	2391.	2380.	0.00	0.00	0.00	10.34	11.11	9.68	17.24	22.22	29.03	72.41	66.67	61.29
Grade 5	2408.	2393.	2385.	0.00	3.33	0.00	4.00	3.33	0.00	12.00	16.67	19.35	84.00	76.67	80.65
All Grades	N/A	N/A	N/A	2.50	1.14	1.08	17.50	11.36	7.53	25.00	26.14	23.66	55.00	61.36	67.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	9.68	9.68	69.23	45.16	19.35	23.08	45.16	70.97
Grade 4	6.90	0.00	3.23	10.34	14.81	19.35	82.76	85.19	77.42
Grade 5	0.00	3.33	0.00	8.00	16.67	6.45	92.00	80.00	93.55
All Grades	5.00	4.55	4.30	28.75	26.14	15.05	66.25	69.32	80.65

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	9.68	12.90	61.54	45.16	41.94	15.38	45.16	45.16
Grade 4	3.45	3.70	0.00	24.14	44.44	38.71	72.41	51.85	61.29
Grade 5	0.00	3.33	0.00	16.00	16.67	29.03	84.00	80.00	70.97
All Grades	8.75	5.68	4.30	33.75	35.23	36.56	57.50	59.09	59.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	6.45	3.23	73.08	58.06	41.94	11.54	35.48	54.84
Grade 4	0.00	0.00	6.45	34.48	29.63	25.81	65.52	70.37	67.74
Grade 5	0.00	3.33	0.00	20.00	20.00	22.58	80.00	76.67	77.42
All Grades	5.00	3.41	3.23	42.50	36.36	30.11	52.50	60.23	66.67

**Conclusions based on this data:**

1. Teachers need support in Math instruction.
2. Students need targeted intervention to build concepts and procedures and fill gaps.
3. Students are better equipped to discuss Math than they are to know procedures for solving problems.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	5
All Grades							45	35

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	28.89	20.00	35.56	28.57	26.67	31.43	*	20.00	45	35

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	37.78	31.43	33.33	34.29	*	14.29	*	20.00	45	35

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*
All Grades	*	11.43	31.11	14.29	37.78	42.86	*	31.43	45	35

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	42.22	31.43	51.11	51.43	*	17.14	45	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	48.89	37.14	37.78	42.86	*	20.00	45	35

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	24.44	20.00	53.33	51.43	*	28.57	45	35



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	*	5.71	66.67	62.86	*	31.43	45	35

**Conclusions based on this data:**

1. Our English Learners need the most support in Writing, then Reading.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
190	90.5	19.5	2.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	19.5
Foster Youth	4	2.1
Homeless	11	5.8
Socioeconomically Disadvantaged	172	90.5
Students with Disabilities	8	4.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	98	51.6
Asian	2	1.1
Filipino	9	4.7
Hispanic	67	35.3
Two or More Races	3	1.6
White	11	5.8

### Conclusions based on this data:





1. A high percentage of our students are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red		

#### Conclusions based on this data:

1. We need to ensure additional focus in ELA and Math instruction.

# School and Student Performance Data

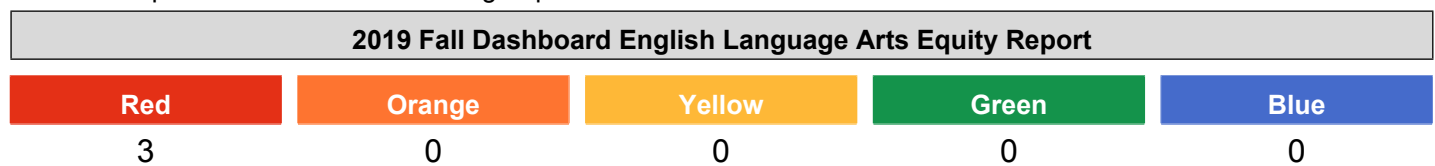
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
<b>All Students</b>		<b>English Learners</b>		<b>Foster Youth</b>	
					
Red		No Performance Color		No Performance Color	
91.4 points below standard		102 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -26.3 points		Declined Significantly -39.1 points		1	
87		26			
<b>Homeless</b>		<b>Socioeconomically Disadvantaged</b>		<b>Students with Disabilities</b>	
					
No Performance Color		Red		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		90.3 points below standard		113.7 points below standard	
7		Declined Significantly -23.2 points		Increased ++4.4 points	
		84		13	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 96 points below standard Declined Significantly -23 points 46	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 90.8 points below standard Declined Significantly -28.9 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.5 points below standard Declined Significantly -46.6 points 14	57.2 points below standard 12	86.9 points below standard Declined Significantly -20.8 points 61

#### Conclusions based on this data:

1. ELA scores have declined significantly.

# School and Student Performance Data

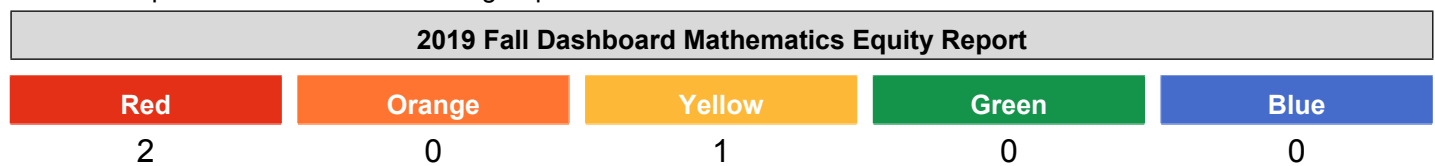
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Red 103.3 points below standard Declined -13.7 points 87	<b>English Learners</b>  No Performance Color 99.8 points below standard Declined -11.4 points 26	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Red 104 points below standard Declined -12.4 points 84	<b>Students with Disabilities</b>  No Performance Color 131.4 points below standard Increased ++6.9 points 13

## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>Red</p> <p>118 points below standard</p> <p>Declined Significantly -27.6 points</p> <p>46</p>		 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Yellow</p> <p>89.3 points below standard</p> <p>Increased ++3 points</p> <p>34</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

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

## 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.2 points below standard	63.3 points below standard	104.8 points below standard
Declined Significantly -32.7 points	12	Declined -14.6 points
14		61

### Conclusions based on this data:

1. Maths scores have declined significantly.
2. Students with Disabilities have shown an increase. RSP teacher could provide insights on effective strategies.

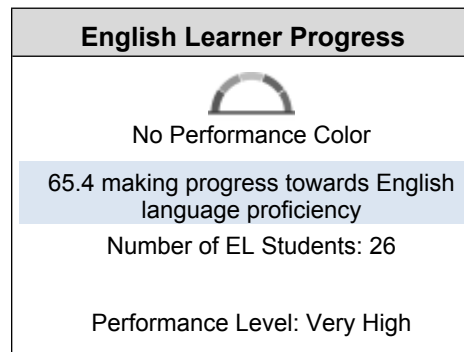
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.8	30.7		65.3

#### Conclusions based on this data:

1. One third of our English Learners are not progressing by one level each year.



# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

# School and Student Performance Data

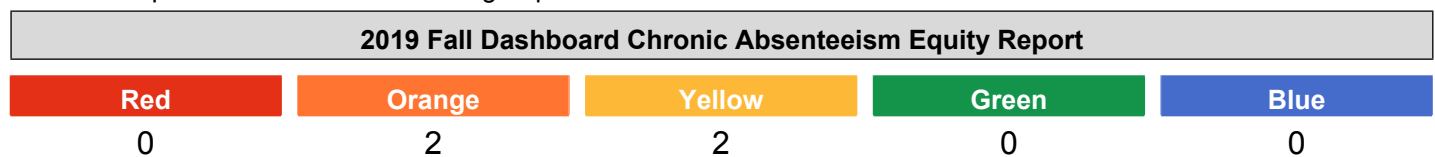
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 28.7 Declined Significantly -4.5 223	<b>English Learners</b>  Yellow 13 Declined -12 54	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color 53.8 Declined -14.9 13	<b>Socioeconomically Disadvantaged</b>  Yellow 29.7 Declined Significantly -4.8 209	<b>Students with Disabilities</b>  No Performance Color 20 Declined -22.1 20

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 34.5 Declined -3.5 119	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Orange 21 Declined -2.7 81	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

### Conclusions based on this data:

- Chronic absenteeism has declined and there is still growth to be made.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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










This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
2	2	0	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 11.7 Increased Significantly +3.3 231	<b>English Learners</b>  Orange 1.8 Increased +1.8 56	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 2
<b>Homeless</b>  No Performance Color 23.1 Increased +23.1 13	<b>Socioeconomically Disadvantaged</b>  Red 12.1 Increased Significantly +3.3 214	<b>Students with Disabilities</b>  No Performance Color 25 Increased +9.2 20

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 17.9 Increased +4.4 123		 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.8 Increased +2.3 84	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 7

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.4	11.7

#### Conclusions based on this data:

1. Data has shown a significant increase in suspensions for overall student population.
2. Social-emotional supports and behavior regulation programming are needed to provide students and teachers the tools to manage behavior without using exclusionary practices.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Stakeholder Engagement

## LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes.

## Goal 1

Increase SSC / ELAC meeting attendance, parent coffee club attendance, and include representation from a wider cross section of the school.

## Identified Need

Lincoln families are willing participants in events that meet basic needs (food, safety, socializing and belonging). Lincoln struggles to engage parents in meetings and events that meet higher level needs to help our students reach self actualization (Maslow), related to the academic programs and student achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meet quorum of 3 parents / community members present for at least 8 out of 10 SSC / ELAC meetings at Lincoln this year.	77%	80%
By December 2021, increase the number of reached families in ParentSquare by 2%.	97%	99%
Track positive communication (meeting attendance, positive attendance note, student of the month certificate) with families to facilitate at least one positive interaction with at least 85% of families at Lincoln.	83%	85%
By March 30, 2022, increase engagement with monthly Lincoln SPOTlight newsletter by newsletter views, as well as time spent interacting with items in the newsletter, as measured by website metrics.	200 visitors, 21 visits lasting more than 5 minutes	300 visitors, 40 visits lasting more than 5 minutes

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

#### Strategy/Activity

Widely publish engagement goals and opportunities through ParentSquare and Leopard SPOTlight monthly newsletter.

#### 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)

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Purchase materials for parent 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)

500

Title I Part A: Parent Involvement

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity



Leverage teachers and support staff (ASP, TL, Bilingual Parent Liaison, MHSP, After School Coordinator) to invite, engage and remind families that represent a cross section of our population to attend 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)

None Specified

#### **Strategy/Activity 4**

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

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

Spanish - Speaking Families

Strategy/Activity

Teacher Leader and LMT - Engage Spanish speaking families in the Latino Family Literacy project.

#### **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)

700

Title I Part A: Parent Involvement

#### **Strategy/Activity 5**

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

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

All

Strategy/Activity

Keep sign in & tracking of all virtual meetings and positive outreach and tally sheet against school roster to track how many families we have engaged in a positive way.

#### **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)

#### **Strategy/Activity 6**

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

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

Spanish-speaking / English learners

**Strategy/Activity**

Enlist Spanish speaking parents to create invitation videos and support content to help engage families.

**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)
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**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

The teachers, Principal, Academic Support Provider, Teacher Leader and office staff work together to engage parents in their children's education at Lincoln. COVID guidelines still restrict parent involvement and community events. Engaging families virtually and using outdoor spaces will be the main ways to engage families.

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

Small gatherings outdoors are allowed, so some parental involvement dollars will be used to provide coffee / snacks.

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.

Actions have been simplified to keep the goal S.M.A.R.T. Actions that are part of the regular job duties of the Principal have been removed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

SAFE AND SUPPORTIVE ENVIRONMENTS FOR ALL STUDENTS

## LEA/LCAP Goal

SAFE AND SUPPORTIVE ENVIRONMENTS FOR ALL STUDENTS

## Goal 2

Implement engaging curriculum and school-wide SEL programs to increase engagement and prevent unwanted behaviors.

## Identified Need

Prior to school closure, Lincoln had reduced the number of referrals and suspensions. Suspensions and referrals were disproportionately assigned to African American students. Return to in-person schooling has presented the challenge of lower grades students needing increased support to acclimate to the full school day. The Lincoln Wellness Center is being used in-person more frequently and we will need to solidify the purpose and use of this space and supporting employees to improve school climate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	4%	2%
Decrease disproportionality of suspensions annually as calculated percentage of suspensions per 100 students in each student group	N/A	N/A
Increase average daily attendance by 1 percentage point or more annually	Grades K - 3 90.03% Grades 4 - 5 92.51%	Grades K - 3 91.03% Grades 4 - 5 93.51%
Decrease percentage of chronically absent students by 5 percentage points or more annually.	34.6%	29.6%

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

### Strategy/Activity

Train all appropriate staff in the use of PAX.

### 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)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Plan an school-wide SEL calendar to implement mindfulness (Mind Up) and behavior regulation (PAX) programming, and to focus on the five CASEL core competencies.

### 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)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Publish updated goals and metrics for attendance in monthly newsletters and main office hallway to make the data visible to the larger community.

### 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)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers, principal, office staff and ASP will continue outreach and / or home visits to chronically absent students and implement A2A documentation for accountability.

**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)

**Strategy/Activity 5**

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

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

All

Strategy/Activity

Positive notes and certificates of recognition for perfect attendance, improved attendance, and students demonstrating 3 personal standards.

**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)

1000

LCAP

Goall 1776 - Certificate paper, stickers / labels, postage, toner, prizes

**Strategy/Activity 6**

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

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

All

Strategy/Activity

Research and adopt a conflict resolution program that empowers students as leaders to mediate peer conflict.

**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)

3000

LCAP

4000-4999: Books And Supplies

Goal 1777 - Materials to implement conflict mediation

## **Strategy/Activity 7**

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

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

All

### **Strategy/Activity**

Professional development to use restorative practices in place of exclusionary practices.

### **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)

## **Strategy/Activity 8**

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

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

All

### **Strategy/Activity**

Convene a CARE team every other week to review student data and services for struggling students.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 9**

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

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

all

### **Strategy/Activity**

Purchase materials for each classroom to have a peace corner where students can take a mindfulness break, reset and be ready to join the class again without leaving the classroom.

### **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)

2200

Source(s)

LCAP  
4000-4999: Books And Supplies  
Goal 1776

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Add SEL and inclusion titles to classroom libraries.

#### 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)

8000

Source(s)

LCAP  
4000-4999: Books And Supplies  
Goal 1777- classroom library orders

### Strategy/Activity 11

#### 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)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

6/7 Lincoln teachers have been PAX trained. There is a school-wide calendar to implement the different PAX kernels and the Mind Up lessons. The MHSP currently serves students with frequent check ins to help with emotional regulation . Eventually, the wellness center staff will provide classroom lessons each week to support PAX implementation, Kimochis and mindfulness.

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

Budget was spent on postage last year while students were in distance learning. This allowed staff to mail certificates and positive notes home to connect with students while in remote learning.

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.

Strategies have been adjusted for the in-person setting.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College and Career Readiness

## LEA/LCAP Goal

All VCUSD students will be college and career ready upon graduation.

## Goal 3

Increase the number of Lincoln students meeting grade level standard as shown on CAASPP to ensure they are career and college ready upon completion of grade 12.

## Identified Need

Lincoln's academic scores have dipped significantly over the past few years. This places our students at significantly greater risk of dropping out of school before earning a diploma.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of English Learners achieving at least one level of growth on their ELPAC scores by 5%.	65.3%	70.3%
Increase English Learner reclassification rate by no less than 5 percentage points	33.9%	33.9%38.9%
Students proficient on CAASPP will increase by 5% annually for both ELA and Math.	ELA - 17.21% Math - 8.61%	ELA - 22.21% Math - 13.61%
Increase the number of Lincoln graduates completing A-G requirements to be 4 year college eligible by end of grade 12.	TBD	TBD
Increase the number of Lincoln graduates completing graduation with a high school diploma by 5% annually.	TBD	TBD
Increase all student's reading level as measured by site-based reading record assessments.	TBD	

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

#### Strategy/Activity

Provide PD and implement Guided Reading as a universal support to meet student's individual reading needs.

#### 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  
5800: Professional/Consulting Services And  
Operating Expenditures  
Heinemann Training August 2021

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Provide PD and implement more manipulatives school-wide to build student's conceptual understanding and critical thinking skills in Math.

#### 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)

3000

LCAP  
4000-4999: Books And Supplies  
Goal 1777 - Manipulatives, books for staff book  
study

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Provide PD on small group instruction and management to provide universal support to students based on individual needs.

#### 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)

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Provide instruction and materials in fine arts.

#### 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)

8500

LCAP

5800: Professional/Consulting Services And  
Operating Expenditures

1777 - Arts Education Vendors

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

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

Grades 3-5

#### Strategy/Activity

Use interim assessment questions as a whole class to prepare students for the format of state testing.

#### 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)

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Hire one 6.5 hr/day Teacher Leader to support teacher efficacy and growth based on the coaching model and aligned with job description and TL roles and responsibilities.

**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)

60,203

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
teacher leader salary

**Strategy/Activity 7**

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

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

All

Strategy/Activity

Promote a college-bound culture with college prep events for families and students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

LCAP  
4000-4999: Books And Supplies  
1777

**Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Additional Professional Learning Opportunities for Administration and Leadership Team

**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)

Comprehensive Support and Improvement (CSI)  
District Funded

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Pay 2 teachers a tech stipend to support use of instructional technology during distance learning.

#### 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)

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Software licenses (such as Typing.com), technology and materials to support student learning.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

LCAP  
5000-5999: Services And Other Operating  
Expenditures  
1777

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers, ASP, MHSP, TL and principal keep accurate records of Tier 1 and Tier 2 interventions in Aeries to support a well documented SST process.

**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)

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

Students at least 2 grade levels below reading level

Strategy/Activity

Purchase Intervention materials and pay certificated staff to provide intensive intervention.

**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)

10000

LCAP  
4000-4999: Books And Supplies  
1777 Intervention materials

6382

LCAP  
1000-1999: Certificated Personnel Salaries  
1719 Hourly pay for reading intervention after school

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Purchase additional texts to build our shared bookroom and classroom libraries.

**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)

7563

LCAP  
4000-4999: Books And Supplies  
1777

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Provide extra hours pay and / or sub release time for teachers to collaborate.

**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)

3245

Source(s)

LCAP

1726

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

Design team agreed that small group instruction would be an important strategy for addressing individual student needs and improving performance. The instructional focus has shifted to support this strategy across the different subject areas.

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

Last year the added measure of alumni outcomes meant implementation will require outreach to the high schools and / or district staff to learn how Lincoln students are faring in meeting their end of high school goals. This was attempted last school year and has not yet been resolved. Continued outreach will need to happen to collect this data.

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.

Actions have been adjusted to meet the in-person setting and to center around strong, small group instruction. Arts / STEAM vendors have been added to increase student engagement and to benefit enrich the academics as well.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## 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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## 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.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,293.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$60,203.00
Title I Part A: Parent Involvement	\$1,200.00

Subtotal of additional federal funds included for this school: \$61,403.00

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

State or Local Programs	Allocation (\$)
LCAP	\$58,890.00

Subtotal of state or local funds included for this school: \$58,890.00

Total of federal, state, and/or local funds for this school: \$120,293.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCAP	58,890.00
Title I	60,203.00
Title I Part A: Parent Involvement	1,200.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries	66,585.00
4000-4999: Books And Supplies	34,763.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

	LCAP	4,245.00
1000-1999: Certificated Personnel Salaries	LCAP	6,382.00
4000-4999: Books And Supplies	LCAP	34,763.00
5000-5999: Services And Other Operating Expenditures	LCAP	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	8,500.00
1000-1999: Certificated Personnel Salaries	Title I	60,203.00

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Title I Part A: Parent Involvement
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1,200.00
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Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,200.00
Goal 2	14,200.00
Goal 3	104,893.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Leah Dubinsky	Principal
Sara Goetz	Classroom Teacher
Carmen Cassius	Other School Staff
Gladys Larios De Leon	Parent or Community Member
Antonia Briones	Parent or Community Member
Jessica Zegri	Parent or Community Member
Reymundo Zegri	Parent or Community Member
Karen Mallya	Classroom Teacher

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**

ON File

State Compensatory Education Advisory Committee

ON File

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 10/12/2021.

Attested:

ON File

Principal, Leah Dubinsky on 10/12/2021

ON File

SSC Chairperson, Carmen Cassius on 10/12/2021

# 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.**

[Stakeholder 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

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