School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	27-66142-6026546	August 28, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Lincoln Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lincoln School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

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

This plan is being used by Lincoln Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Lincoln School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

Lincoln is committed to providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Educational Partner Involvement

How, when, and with whom did Lincoln Elementary 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

SSC counsel reviewed and revised SPSA during the monthly stakeholder meetings in the Fall of 2020. Parents, teachers and staff have input in the development of the SPSA.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Lincoln School is not in red for All Students in any area. Lincoln School is in the orange area for All Students in English Language Arts.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Subgroups of students in Orange in English Language Arts include the following:

- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Subgroups of students in Orange in Mathematic include the following:

- English Learners

Subgroups of students in Red/Orange in Chronic Absenteeism include the following:

- English Learners

- Socioeconomically Disadvantaged
- Homeless

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Increase student performance on Star Reading and Math assessments.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lincoln Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.51%	0.47%		3	3
African American	%	0.34%	0.16%		2	1
Asian	%	0.34%	0.31%		2	2
Filipino	%	0.34%	0.16%		2	1
Hispanic/Latino	%	89.36%	90.68%		529	584
Pacific Islander	%	0%	%		0	
White	%	6.25%	5.28%		37	34
Multiple/No Response	%	2.7%	2.02%		16	13
			Total Enrollment		592	644

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		112	93
Grade 1		89	92
Grade 2		97	90
Grade3		84	97
Grade 4		74	81
Grade 5		81	68
Grade 6		55	80
Total Enrollment		592	644

Conclusions based on this data:

1. Student enrollment continues to decline.
2. The greatest demographic drop in students is with "white students".
3. Lincoln must continue to market its unique program and recruit students inside and outside of the district

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	146	122	147	28.50%	27.3%	22.8%
Fluent English Proficient (FEP)	116	170	167	21.60%	21.7%	25.9%
Reclassified Fluent English Proficient (RFEP)				14.3%		

Conclusions based on this data:

1. Percentage of students who are EL's have remained steady.
2. More students are reclassifying than previous.
3. Lincoln is the meeting the needs of EL students but needs to continue to address as the EL population increases.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	76	83	0	76	83	0	76	83	0.0	100.0	100.0
Grade 4	63	85	74	0	85	74	0	85	74	0.0	100.0	100.0
Grade 5	57	57	81	0	55	81	0	55	81	0.0	96.5	100.0
Grade 6	85	56	55	0	56	54	0	56	54	0.0	100.0	98.2
All Grades	292	274	293	0	272	292	0	272	292	0.0	99.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.	2402.		13.16	18.07		21.05	20.48		27.63	21.69		38.16	39.76
Grade 4		2450.	2413.		16.47	5.41		22.35	18.92		27.06	29.73		34.12	45.95
Grade 5		2522.	2512.		30.91	27.16		25.45	25.93		25.45	23.46		18.18	23.46
Grade 6		2522.	2569.		17.86	31.48		35.71	35.19		23.21	25.93		23.21	7.41
All Grades	N/A	N/A	N/A		18.75	19.86		25.37	24.32		26.10	25.00		29.78	30.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.47	12.05		61.84	56.63		23.68	31.33
Grade 4		15.29	5.41		64.71	66.22		20.00	28.38
Grade 5		23.64	18.52		63.64	65.43		12.73	16.05
Grade 6		16.07	24.07		64.29	53.70		19.64	22.22
All Grades		16.91	14.38		63.60	60.96		19.49	24.66

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.58	7.23		55.26	56.63		38.16	36.14
Grade 4		4.71	2.70		65.88	54.05		29.41	43.24
Grade 5		21.82	23.46		61.82	59.26		16.36	17.28
Grade 6		23.21	33.33		44.64	59.26		32.14	7.41
All Grades		12.50	15.41		57.72	57.19		29.78	27.40

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.58	12.05		76.32	73.49		17.11	14.46
Grade 4		11.76	9.46		75.29	71.62		12.94	18.92
Grade 5		21.82	14.81		69.09	72.84		9.09	12.35
Grade 6		7.14	12.96		75.00	85.19		17.86	1.85
All Grades		11.40	12.33		74.26	75.00		14.34	12.67

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.58	14.46		65.79	62.65		27.63	22.89
Grade 4		12.94	8.11		74.12	68.92		12.94	22.97
Grade 5		18.18	19.75		70.91	67.90		10.91	12.35
Grade 6		16.07	25.93		66.07	74.07		17.86	0.00
All Grades		12.87	16.44		69.49	67.81		17.65	15.75

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Conclusions based on this data:

1. Overall students are improving in Language Arts
2. School needs to continue to focus on ELA as well as Spanish Language Arts
3. 5th and 6th grade has showed the greatest increase of students above standard from 15-16 through 17-18

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	76	83	0	76	83	0	76	83	0.0	100.0	100.0
Grade 4	63	85	74	0	85	74	0	85	74	0.0	100.0	100.0
Grade 5	57	57	81	0	56	81	0	56	81	0.0	98.2	100.0
Grade 6	85	56	55	0	56	54	0	56	54	0.0	100.0	98.2
All Grades	292	274	293	0	273	292	0	273	292	0.0	99.6	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.	2404.		10.53	8.43		26.32	21.69		30.26	32.53		32.89	37.35
Grade 4		2450.	2445.		11.76	8.11		25.88	21.62		30.59	33.78		31.76	36.49
Grade 5		2507.	2507.		17.86	20.99		26.79	23.46		32.14	24.69		23.21	30.86
Grade 6		2544.	2581.		23.21	42.59		26.79	22.22		33.93	20.37		16.07	14.81
All Grades	N/A	N/A	N/A		15.02	18.15		26.37	22.26		31.50	28.42		27.11	31.16

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.53	10.84		51.32	48.19		38.16	40.96
Grade 4		20.00	12.16		48.24	55.41		31.76	32.43
Grade 5		28.57	24.69		48.21	45.68		23.21	29.63
Grade 6		23.21	44.44		50.00	31.48		26.79	24.07
All Grades		19.78	21.23		49.45	46.23		30.77	32.53

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.11	12.05		44.74	50.60		38.16	37.35
Grade 4		11.76	8.11		52.94	52.70		35.29	39.19
Grade 5		16.07	9.88		57.14	64.20		26.79	25.93
Grade 6		19.64	37.04		60.71	51.85		19.64	11.11
All Grades		15.75	15.07		53.11	55.14		31.14	29.79

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.84	12.05		68.42	74.70		19.74	13.25
Grade 4		8.24	10.81		62.35	64.86		29.41	24.32
Grade 5		17.86	14.81		57.14	62.96		25.00	22.22
Grade 6		21.43	37.04		60.71	53.70		17.86	9.26
All Grades		13.92	17.12		62.64	65.07		23.44	17.81

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Conclusions based on this data:

1. Math achievement is approving.
2. Lincoln must continue to focus on improving math skills of students.
3. 4th grade has shown the most improvement from 15-16 through 17-18

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1403.9	1369.9	1414.0	1418.2	1373.4	1433.5	1370.1	1361.4	1368.8	21	21	20
1	1406.1	1372.2	1438.5	1442.2	1414.3	1464.5	1369.6	1329.6	1412.1	19	21	19
2	1448.9	1471.9	1455.5	1477.5	1513.3	1460.4	1419.7	1429.9	1449.9	28	17	20
3	1522.9	1503.6	1501.2	1529.8	1503.4	1517.3	1515.4	1503.1	1484.6	40	27	17
4	1540.8	1526.6	1520.2	1541.9	1529.4	1527.1	1539.2	1523.2	1512.9	18	25	21
5	1525.3	1523.5	1560.8	1524.4	1514.5	1551.6	1525.9	1531.7	1569.4	13	11	19
6	1541.8	1493.9	*	1560.4	1477.9	*	1522.7	1509.4	*	14	14	5
All Grades										153	136	121

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	5.00	52.38	38.10	35.00	28.57	33.33	45.00	19.05	28.57	15.00	21	21	20
1	0.00	4.76	10.53	15.79	9.52	26.32	42.11	23.81	42.11	42.11	61.90	21.05	19	21	19
2	0.00	5.88	5.00	46.43	47.06	30.00	32.14	35.29	35.00	21.43	11.76	30.00	28	17	20
3	35.00	18.52	11.76	42.50	44.44	52.94	20.00	33.33	35.29	2.50	3.70	0.00	40	27	17
4	38.89	24.00	19.05	50.00	52.00	57.14	11.11	20.00	23.81	0.00	4.00	0.00	18	25	21
5	30.77	54.55	52.63	30.77	18.18	21.05	23.08	0.00	21.05	15.38	27.27	5.26	13	11	19
6	35.71	21.43	*	14.29	28.57	*	28.57	7.14	*	21.43	42.86	*	14	14	*
All Grades	19.61	16.18	17.36	38.56	36.03	37.19	26.14	24.26	33.06	15.69	23.53	12.40	153	136	121

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	23.81	15.00	57.14	23.81	35.00	9.52	23.81	35.00	19.05	28.57	15.00	21	21	20
1	26.32	14.29	36.84	26.32	38.10	36.84	31.58	23.81	0.00	15.79	23.81	26.32	19	21	19
2	17.86	52.94	20.00	53.57	41.18	50.00	21.43	0.00	20.00	7.14	5.88	10.00	28	17	20
3	67.50	51.85	58.82	22.50	25.93	35.29	5.00	18.52	5.88	5.00	3.70	0.00	40	27	17
4	66.67	60.00	57.14	27.78	32.00	33.33	5.56	8.00	9.52	0.00	0.00	0.00	18	25	21
5	53.85	54.55	68.42	23.08	18.18	21.05	7.69	0.00	5.26	15.38	27.27	5.26	13	11	19
6	42.86	50.00	*	28.57	7.14	*	14.29	7.14	*	14.29	35.71	*	14	14	*
All Grades	42.48	43.38	42.15	34.64	27.94	35.54	13.07	13.24	12.40	9.80	15.44	9.92	153	136	121

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	0.00	14.29	9.52	5.00	57.14	71.43	85.00	28.57	19.05	10.00	21	21	20
1	0.00	0.00	0.00	10.53	9.52	26.32	15.79	4.76	31.58	73.68	85.71	42.11	19	21	19
2	0.00	0.00	5.00	25.00	29.41	25.00	32.14	23.53	30.00	42.86	47.06	40.00	28	17	20
3	17.50	3.70	11.76	40.00	33.33	17.65	30.00	62.96	35.29	12.50	0.00	35.29	40	27	17
4	16.67	12.00	0.00	44.44	36.00	33.33	27.78	32.00	52.38	11.11	20.00	14.29	18	25	21
5	15.38	9.09	31.58	23.08	45.45	31.58	30.77	18.18	31.58	30.77	27.27	5.26	13	11	19
6	7.14	0.00	*	14.29	28.57	*	28.57	28.57	*	50.00	42.86	*	14	14	*
All Grades	8.50	3.68	8.26	26.80	26.47	23.14	32.03	37.50	44.63	32.68	32.35	23.97	153	136	121

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	23.81	20.00	71.43	42.86	65.00	9.52	33.33	15.00	21	21	20
1	31.58	23.81	47.37	52.63	52.38	36.84	15.79	23.81	15.79	19	21	19
2	14.29	47.06	30.00	82.14	47.06	60.00	3.57	5.88	10.00	28	17	20
3	55.00	44.44	17.65	40.00	37.04	76.47	5.00	18.52	5.88	40	27	17
4	61.11	56.00	38.10	38.89	40.00	52.38	0.00	4.00	9.52	18	25	21
5	38.46	18.18	57.89	46.15	54.55	36.84	15.38	27.27	5.26	13	11	19
6	42.86	14.29	*	42.86	42.86	*	14.29	42.86	*	14	14	*
All Grades	37.91	35.29	35.54	54.25	44.12	52.89	7.84	20.59	11.57	153	136	121

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	14.29	10.00	52.38	52.38	80.00	19.05	33.33	10.00	21	21	20
1	10.53	14.29	21.05	68.42	61.90	57.89	21.05	23.81	21.05	19	21	19
2	25.00	64.71	30.00	67.86	29.41	55.00	7.14	5.88	15.00	28	17	20
3	72.50	70.37	70.59	25.00	25.93	29.41	2.50	3.70	0.00	40	27	17
4	72.22	56.00	76.19	22.22	44.00	23.81	5.56	0.00	0.00	18	25	21
5	69.23	72.73	78.95	15.38	0.00	21.05	15.38	27.27	0.00	13	11	19
6	78.57	57.14	*	7.14	7.14	*	14.29	35.71	*	14	14	*
All Grades	50.33	48.53	47.93	39.22	35.29	43.80	10.46	16.18	8.26	153	136	121

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	0.00	0.00	66.67	76.19	90.00	28.57	23.81	10.00	21	21	20
1	0.00	0.00	15.79	26.32	14.29	36.84	73.68	85.71	47.37	19	21	19
2	3.57	0.00	25.00	50.00	47.06	45.00	46.43	52.94	30.00	28	17	20
3	15.00	0.00	11.76	67.50	85.19	29.41	17.50	14.81	58.82	40	27	17
4	5.56	16.00	9.52	77.78	56.00	66.67	16.67	28.00	23.81	18	25	21
5	38.46	9.09	42.11	23.08	63.64	47.37	38.46	27.27	10.53	13	11	19
6	7.14	0.00	*	28.57	42.86	*	64.29	57.14	*	14	14	*
All Grades	9.80	3.68	17.36	52.94	56.62	52.07	37.25	39.71	30.58	153	136	121

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	0.00	10.00	80.95	85.71	50.00	14.29	14.29	40.00	21	21	20
1	0.00	0.00	10.53	21.05	23.81	52.63	78.95	76.19	36.84	19	21	19
2	3.57	5.88	5.00	71.43	58.82	45.00	25.00	35.29	50.00	28	17	20
3	32.50	18.52	11.76	60.00	81.48	70.59	7.50	0.00	17.65	40	27	17
4	27.78	28.00	9.52	72.22	64.00	90.48	0.00	8.00	0.00	18	25	21
5	7.69	45.45	52.63	61.54	27.27	42.11	30.77	27.27	5.26	13	11	19
6	14.29	21.43	*	78.57	57.14	*	7.14	21.43	*	14	14	*
All Grades	15.03	15.44	17.36	63.40	60.29	57.85	21.57	24.26	24.79	153	136	121

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Many EL students are coming into Lincoln with a moderate to high level of English skill development.
2. Students struggle more in reading and writing than in listening and speaking.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
592	**39**	**20.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	122	20.6
Foster Youth		
Homeless	75	12.7
Socioeconomically Disadvantaged	231	39
Students with Disabilities	29	4.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3
American Indian	3	0.5
Asian	2	0.3
Filipino	2	0.3
Hispanic	529	89.4
Two or More Races	16	2.7
White	37	6.3

Conclusions based on this data:

1. The number of socio-economically disadvantaged students has increased.

2. There is more socio-economic diversity than in years past.

3. Since nearly 12% have been homeless at some point, we need to make sure we are aware of and connecting appropriate services to with families.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Suspension rate has improved.
2. Student attendance has improved.
3. While academics have improved there is room for growth.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
13.5 points below standard	39.5 points below standard	0 Students
Maintained -2.1 points	Maintained -0.4 points	
291 Students	103 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
42.6 points below standard	 Orange	102.5 points below standard
Decreased Significantly -18.1 points	36.4 points below standard	Decreased Significantly -36.5 points
37 Students	Maintained -0.9 points	24 Students
	114 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 19.3 points below standard Maintained -1.7 points 256 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	35 points above standard Maintained +1.8 points 22 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.4 points below standard Decreased -14.5 points 59 Students	32.7 points above standard Increased +7.9 points 44 Students	2.6 points above standard Maintained +2.2 points 138 Students

Conclusions based on this data:

1. The students with disabilities represents the group with the least academic growth.
2. The homeless subgroup represents a student group with little academic growth.
3. Lincoln must continue to focus on all subgroups including EO students and those with disabilities.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
18.9 points below standard	48.4 points below standard	0 Students
Maintained +2.7 points	Maintained -0.1 points	
291 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
51.2 points below standard		92.9 points below standard
Maintained +1.4 points	Yellow	Decreased -12 points
37 Students	40.2 points below standard	24 Students
	Increased +6.5 points	
	114 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 24.8 points below standard Maintained +2.3 points 256 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	25.8 points above standard Increased Significantly +19.5 points 22 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.7 points below standard Decreased -4.8 points 59 Students	6.9 points above standard Decreased -3.7 points 44 Students	0.4 points above standard Increased +11.7 points 138 Students

Conclusions based on this data:

1. Students with disabilities subgroup shows a need for additional support to reverse the downward trend in achievement.
2. Most subgroups showed improvement with the exception of students with disabilities.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
58.4% making progress towards English language proficiency
Number of EL Students: 101 Students
Performance Level: 4

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.

2023 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**
12	30	1	58

Conclusions based on this data:

1. 75% have moderate to well developed English proficiency.
2. Students have an abundance of English speaking models to help develop English skills while at school.
3. Dual Immersion provides supports in Spanish which transition to improved English skills.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	 No Performance Color
19.5% Chronically Absent	20.1% Chronically Absent	0 Students
Declined Significantly -6.6	Declined -7.8	
599 Students	139 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Yellow	 Orange
22.7% Chronically Absent	27.4% Chronically Absent	30% Chronically Absent
Declined -27.3	Declined Significantly -9.4	Declined -11
75 Students	241 Students	40 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 20.3% Chronically Absent Declined Significantly -6.5 536 Students	5.9% Chronically Absent Declined -1.8 17 Students	 No Performance Color 0 Students	 Yellow 18.9% Chronically Absent Declined -2.7 37 Students

Conclusions based on this data:

1. Parents, teachers and students have helped to improve attendance for students overall.
2. When school culture is positive and fun, school absences often decrease.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	3

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	 Blue	 No Performance Color
1% suspended at least one day	0% suspended at least one day	0 Students
Declined -0.3	Declined -1.8	
606 Students	140 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Blue	 Yellow	 Green
0% suspended at least one day	1.6% suspended at least one day	2.5% suspended at least one day
Declined -2.1	Maintained -0.1	Declined -5.2
76 Students	245 Students	40 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 1.1% suspended at least one day Maintained -0.1 543 Students	0% suspended at least one day Declined -7.7 17 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 37 Students

Conclusions based on this data:

1. Suspension rates have decreased for most subgroups with the exception of white students.
2. Student behavior has improved and Lincoln admin is utilizing alternative behavior correction strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Fostering Inclusive Academic Excellence
We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lincoln showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
All Students: 30.82% Standard Not Met (Level 1)

Lincoln showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:
All Students: 31.16% Standard Not Met (Level 1)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
BPST/Fluency/Star Screener Data in grades K-2	Typically about 25 % of our population is on grade level for ELA skills/standards at first measurement.	Goal will be for all students to show growth, and ideally at least 60 % will be at/above grade level targets by T3.
Fluency/Star Screener/Writing Assessments in grades 3-6	Typically about 25 % of our population is on grade level for ELA skills/standards at first measurement.	Goal will be for all students to show growth, and ideally at least 50 % to be at/above benchmark targets.
Star math/Eureka Module/IAB Data	Star Math scores seem artificially high; realistically teacher math data shows approximately 30% at grade level in the fall.	Goal will be for all students to show growth, and ideally at least 50 % to be at/above benchmark targets.

ELPAC Test scores	Out of approximately 70 ELs, only 4-10 students are at L1.	The majority of ELs will progress one level annually.
SBAC ELA - All students	30.82% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - All Students	31.16% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Priority 4: Provide strategic intervention such as Individual Learning Folders, Phonics for Reading, etc. through Classified Staff to work with all targeted students in primary, upper and combination classes as needed.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	4000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries To support K-2nd grade classes and ELs.
1.2	Priority 8: Coordinate Response to Intervention, Coordination of Services (COS), and Multi Tiered Systems of Support (MTSS) meetings to facilitate an early warning system to indicate pupil performance and success. Plan, monitor, and evaluate interventions. Include teachers on team to collaborate regarding academic program and interventions.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	4000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly pay to attend meetings/collaborate 5493 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute time to release teachers to attend meetings
1.3	Priority 4: Provide supplemental instructional supplies to enhance all programs	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1100 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase books, notebooks, paper, manipulatives, writing tools, etc. to further achievement in ELA and math 6000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase books, dictionaries, notebooks, paper, manipulatives, writing tools, art and physical education supplies, etc. to further achievement in all curricular areas 5000 LCFF-Concentration/Supplemental

			4000-4999: Books And Supplies Purchase and prepare instructional tubs with supplemental reading and math materials for paraprofessionals to use with students to increase academic achievement.
1.4	Provide afterschool or weekend or hiatus extended learning opportunities to motivate attendance and increase student academic achievement	All students, and targeted groups such as ELs, Homeless, Foster, etc.	5000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries To pay extended hourly to provide classes for extended learning opportunities. 4500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries To pay extended hourly to provide classes for extended learning opportunities. 5000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries To pay extended hourly to provide classes for extended learning opportunities. 1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries To pay extended hourly to provide classes for extended learning opportunities.
1.5	Utilize consultants and outside vendors to provide extended learning opportunities to increase student achievement	All students, and targeted groups such as ELs, Homeless, Foster, etc.	9000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Create partnerships with Sylvan, Levered Math and other vendors to provide extended learning opportunities. 5000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Create partnerships with Sylvan, Levered Math, and other vendors to provide extended learning opportunities.

1.6	Provide Professional Development Opportunities that increase teacher efficacy to improve student achievement	All students, and targeted groups such as ELs, Homeless, Foster, etc.	3000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Registration fees and travel expenses 10000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute costs to release teachers for PD 2500 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase books and materials referenced at PD to improve teacher efficacy 500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Registration fees and travel expenses 3000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Substitute costs to release teachers for PD 300 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase books and materials referenced at PD to improve teacher efficacy
1.7	Provide books to increase student access	All students, and targeted groups such as ELs, Homeless, Foster, etc.	900 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase RIF books to increase student achievement 2200 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase class sets of books for reading, MTSS, and extended learning opportunities, purchase library books 200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies

			Purchase class sets of books for reading, MTSS, and extended learning opportunities, purchase library books
1.8	Use software and licenses for individualized, adaptive instruction such as Nearpod, Reflex math, etc. to increase student achievement.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	3977 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Software licenses 5200 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Software licenses
1.9	Purchase additional technology as needed to support student instruction	All students, and targeted groups such as ELs, Homeless, Foster, etc.	2000 Title I Part A: Allocation 4000-4999: Books And Supplies None Specified None Specified
1.10	Extend library hours to allow access to all students including, SES, ELs outside of typical district funded hours	All students, and targeted groups such as ELs, Homeless, Foster, etc.	None Specified None Specified 1500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extended library time
1.11	Meet 2 hours per month to identify instructional focus areas, develop school wide problem of practice and give input regarding school wide PD, participate in learning walks and provide input regarding supplementary instructional programs.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	10,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries hourly pay for instructional leadership team 2,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries hourly pay for instructional leadership team

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Percent of students within SBAC achievement Level in ELA:
44.18% Met or Exceeded Standard for ELA
All students: 19.86% Standard Exceeded (Level 4)
All Students: 24.32% Standard Met (Level 3)
Strategies that promoted success included the following:

Percent of students within SBAC achievement Level in Mathematics:
40.41% Met or Exceeded Standard for Math
All Students: 18.15% Standard Exceeded (Level 4)
All Students: 22.26% Standard Met (Level 3)
Strategies that promoted success included the following:

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

2023-24 Challenges: Limited staff with an increased number of students.

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

Goal changes: The goals will have a focus on ELA and Math with SBAC used as a metric.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Positive, and Well-Resourced Schools
We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to prioritize parent involvement in safety initiatives. Visitor and volunteer protocols must be defined and shared with the school community. There is a need to increase campus supervision due to increased student enrollment. We must continue to support counseling support services for students as well as promote positive behavior. The implementation of a PlayWorks program can greatly benefit Lincoln School during recess time. This requires a dedicated employee to support PlayWorks games and activities to include and involve all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ODR Data	Implementation of the online program for ODRs will result in an increase of ODRs by 50%.. This online system has helped to maintain accurate data.	Expect to keep ODRs below 15% of population, with limited suspensions.
Culture/Climate/Safety Surveys	80-90% reported safe school environment	85 % or higher will report feeling safe at school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase PBIS team members to provide support and plan special events.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	4300 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Stipend/hourly pay for additional PBIS team member(s) to reinforce character traits/build inclusive environment
2.2	Provide materials to enhance campus safety. For example: walkie talkies, signage, increased security cameras, anti-bullying literature as well as PBIS incentives.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase vests, jackets, etc. to support student leadership, and increase visibility of supervisors 200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Signage, radios, locks, etc. to secure campus and alert visitors to protocols
2.3	Provide equipment to encourage cooperative play and safety. Equipment such as playground equipment, balls, nets, hula hoops, etc.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1150 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Books And Supplies Purchase recess, P.E. equipment 1000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contract with Peaceful Playgrounds or similar company to enhance blacktop activities
2.4	Build capacity of teachers to reduce bullying through classroom meetings and PBIS implementation	All students, and targeted groups such as ELs, Homeless, Foster, etc.	100 LCFF-Concentration/Supplemental

			5800: Professional/Consulting Services And Operating Expenditures PD for teachers
2.5	Provide flexible classroom furnishings and outdoor equipment to allow movement, standing, etc. equity of access to learning when students are high energy/distractible/etc.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	100 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Equipment less than $500 each to support high needs students and SEL teaching strategies 100 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Equipment less than $500 each to support high needs students and SEL teaching strategies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes: One of the major initiatives at Lincoln that was extremely successful was the PBIS implementation. This initiative helped tremendously in creating a safe, positive and well maintained school environment. High teacher retention and satisfaction.

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

2023-24 Challenges: We are constantly looking at ways of funding the PBIS incentives to provide students with choices and motivate them to want to earn and participate in these activities. This in turn helps create a positive vibe amongst students and a positive and safer school environment where students are demonstrating the 3 R's on a daily basis.

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

Goal changes: This coming year we plan to reach out to community members to provide opportunities for our student to be recognized for their positive efforts in using the 3 R's.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultivate Quality Staff to Provide Excellent Service
We will recruit and retain high-quality staff and provide ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently only about 1/3 of staff participate in extended PD opportunities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Participation in conferences/workshops	6-9 regular participants take advantage of outside/extended professional development.	Increase in numbers participating.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Hire subs to release teachers to work with PBIS, MTSS, and Academic coaches	All students, and targeted groups such as ELs, Homeless, Foster, etc.	3000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hire substitutes

3.2	Provide opportunities to attend offsite, virtual and physical workshops, trainings and conferences to improve student achievement, motivation, engagement, and SEL skills.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Conference registrations, mileage, travel fees 1500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hire substitute teachers

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:

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

2023-24 Challenges:

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

Goal changes:

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Enhance Belonging and Strengthen Home, School, and Community Partnerships
We will expand our parent and community involvement/partnerships to ensure a sense of belonging for all Lincoln students and families to nurture the whole child in their learning experience.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need for increased outreach on behalf of the Lincoln Staff and administrative team. We will increase the information and opportunities to participate through various forms of communication not just limited to ParentSquare. We will need to revamp our school website and increase our social media presence via Facebook, Instagram, paper flyers, bulletins, marquee updates along with ParentSquare.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at meetings/events - Meeting logs		10%
Parent survey	212 participants	20% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Advertise meetings and events in multiple ways (at Parent meetings, on Parent Square, with fliers,	All students, and targeted groups such as	1000

	etc.)	ELs, Homeless, Foster, etc.	LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Paper for copies 1000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Copier maintenance agreements
4.2	Provide presenters with novel, engaging topics to attract parent interest	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Extended Hourly pay to prepare and present at meetings/events 899 Title I Part A: Parent Involvement 4000-4999: Books And Supplies light beverages, raffle prizes, materials for parents
4.3	Provide Childcare for meetings/events/etc.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Provide childcare 2500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hourly pay to present at family nights re ELA and math, literacy nights
4.4	Provide engaging assemblies, events, field trips, Science camp, etc. to motivate shared sense of belonging and increased attendance.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contracts with presenters for assemblies, and parent meetings as mentioned above, etc. 1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Engaging manipulatives for theme days/events

			1000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Buses, admission fees for field trips not covered by PTO 1000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Additional bus costs 200 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Buses, admission fees for field trips not covered by PTO
4.5	Engage with the public through signage and drive thru events	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contracts with sign companies and other vendors for Lincoln signage, folders, wear.
4.6	Provide Professional Development activities that focus on a shared sense of belonging, racial diversity, equity etc.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	100 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Registration fees and travel expenses 100 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hire substitutes as needed 100 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Purchase books for reading clubs, book studies that further equity
4.7	Provide Interpretation at conferences, meetings, events	ELLs	100 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Pay PC or other interpreter hourly rate

4.8	Continue PTO partnership to support school events	All students, and targeted groups such as ELs, Homeless, Foster, etc.	500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Fund 1000 per grade level for field trips 500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Purchase paper for fliers sent home, support classroom materials, office supplies, etc. 500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Hospitality, Special Events 500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures School Beautification 500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Yearbook price reduction 500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Purchase paper for fliers sent home, s 1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase support classroom materials, office supplies, etc.
4.9	Extended clerical time to support parent outreach and extend office hours prior to official school start date	All students, and targeted groups such as ELs, Homeless, Foster, etc.	
4.10	Purchase CORE Instructional Supplies for all	All students, and targeted groups such as ELs, Homeless, Foster, etc.	100 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase CORE Instructional Supplies for all

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Parent involvement opportunities increased this year as more parents made themselves available to volunteer in school activities. Opportunities for parent involvement increased due to an increase in PTO involvement.

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

2023-24 Challenges:
The amount of intended implementation plans compared to the budget that Lincoln is allocated is not enough! We have historically run out of money a few weeks before the end of the school year. This year we ran out of money at the end of March 2024.

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

Goal changes:
We will look at streamlining the expenditures and focus on a limited number of goals that will have a higher level of impact to support student achievement and parental involvement.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$46976
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$133,919.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A: Allocation	$45,977.00
Title I Part A: Parent Involvement	$999.00

Subtotal of additional federal funds included for this school: $46,976.00

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 ($)
LCFF-Concentration/Supplemental	$86,943.00

Subtotal of state or local funds included for this school: $86,943.00

Total of federal, state, and/or local funds for this school: $133,919.00

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
LCFF-Concentration/Supplemental	86,943	0.00
Title I Part A: Allocation	45,977	0.00
Title I Part A: Parent Involvement	999	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	86,943.00
Title I Part A: Allocation	45,977.00
Title I Part A: Parent Involvement	999.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,393.00
2000-2999: Classified Personnel Salaries	11,600.00
4000-4999: Books And Supplies	28,849.00
5000-5999: Services And Other Operating Expenditures	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	24,277.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	34,393.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	6,500.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	19,150.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	11,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	15,300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,000.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,800.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	8,977.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	100.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	899.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,870.00
Goal 2	8,450.00
Goal 3	6,000.00
Goal 4	16,599.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
	Principal
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 28, 2024.

Attested: