

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	39685696041917	October 9, 2024	November 6, 2024

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
The purpose of this school plan is to help our students reach their highest potential by being provided high level rigor instruction. We understand that we are working for our students and want them all to be given the greatest education we can give them. The goals that are written along with the strategies will be the focus for each teacher and administrator. Teachers will be given all the necessary supports to help implement the goals and strategies throughout the whole school year.

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

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

Lincoln Elementary goals are as follows:

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

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

Goal 3: Student's social and emotional well-being and classroom engagement will improve through activities and strategies in the areas of science, social studies, the arts, and SEL.

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

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

There are no known resource inequities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

The number of students entering Kindergarten with school readiness skills is lower than expected. We see students who enter Kindergarten with some school readiness skills and others who have very few readiness skills. With this happening, we see the gap getting larger and larger as the students get older. With early intervention we see there is an increase in reading skills. As the students get older, the need for intervention increases based on students' reading, comprehension, and writing assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students meeting or exceeding standards - CAASPP ELA	Grade 3 - 39% Grade 4 - 32% Grade 5 - 24% Grade 6 - 40% Spring 2024	Grade 3 - 40% Grade 4 - 45% Grade 5 - 40% Grade 6 - 35% Spring 2025
Percentage of Grade K-3 students Ready for Core Support - DIBELS	Kinder - 20% Grade 1 - 37% Grade 2 - 51% Grade 3 - 73% Fall 2024 (BOY)	Kinder - 70% Grade 1 - 70% Grade 2 - 80% Grade 3 - 85% Spring 2025 (EOY)
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Kinder - 13% Grade 1 - 11% Grade 2 - 15% Grade 3 - 44% Grade 4 - 18% Grade 5 - 15% Grade 6 - 22% August 2024	Kinder - 50% Grade 1 - 50% Grade 2 - 60% Grade 3 - 70% Grade 4 - 70% Grade 5 - 50% Grade 6 - 45% May 2025

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Classes will be enriched with decodable books for small groups as well as books for teacher read alouds, reading centers, independent reading areas, and literature circles.

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)

15,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60834.27	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

The number of students entering Kindergarten with school readiness skills is lower than expected. As the students get older, the need for intervention increases based on students mathematical skills based on assessments, classwork, and teacher observation. Each year the gaps in math skills get wider and the actual skills that students are struggling in gets more challenging to detect. Being able to analyze data and hone in on the skills and holes students have is the key to mathematical growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 Students meeting or exceeding standards - CAASPP Math	Grade 3 - 31% Grade 4 - 27% Grade 5- 26% Grade 6- 29% Spring 2024	Grade 3 - 30% Grade 4 - 35% Grade 5- 30% Grade 6- 30% Spring 2025
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Kinder - 7% Grade 1 - 4% Grade 2 - 0% Grade 3 - 11% Grade 4 - 10% Grade 5 - 9% Grade 6 - 27% August 2024	Kinder - 50% Grade 1 - 50% Grade 2 - 60% Grade 3 - 60% Grade 4 - 50% Grade 5 - 60% Grade 6 - 55% May 2025

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Use a variety of differentiated strategies to teach math concepts: SVMl strategies, Math Talks, fluency drills, interactive projects, Problem-Based Learning (real-world problems), etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18,713.00

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Goal 3: Student's social and emotional well-being and classroom engagement will improve through activities and strategies in the areas of science, social studies, the arts, and SEL.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	Students who like attending class: 25% - combined 5th and 6th graders (34% - 5th graders and 15% - 6th graders) Students who feel like the work in their class makes them think 39% February 2024	Students who like attending class: 30% Students who feel like the work in their class makes them think 45% February 2025

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

3.3 SEL lessons will be presented to all grade levels throughout the year. Programs such as Peer Mediators will be implemented to support student well-being.

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)

1,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

3.4 School wide incentives and activities will be provided to help support the learning of SEL, social studies, science, and the arts (such as Kindness Week, No Bully Month, Red Ribbon Week, Lincoln Week, Unity Day, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

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

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

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

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

We will continue with the learning and growth in student engagement in social studies, science, and the arts, to help increase the learning in all other subjects. We will continue to add Field Trips to help support hands-on learning in all grade levels and to ensure there is a writing component.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/Percentage of students' families participating in school events during the school year	Back to School Night - 200 families Bingo For Books - 150 attendees Science Night - 150 attendees Math Night - 100 attendees Parent Conferences - 530 families 2023-2024	Back to School Night - 300 families Bingo For Books - 200 attendees Science Night - 200 attendees Math Night - 200 attendees Parent Conferences - 570 families 2024-2025

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2755

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

Math Night happened in the Fall of 2023 and had a small number in attendance than intended. Science Night happened and was well attended with families engaging with their children. One School One Book happened throughout the year and was well liked by students and staff. Messages were sent out to the families to provide all the resources that was needed for the book being read at the time. Throughout several parent meetings, the One School One Book was discussed. Parents spoke highly of the program and shared positive stories from their 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.

We had anticipated to hold alternate family nights such as Living Wax Museum and Author's Tea. Although some family nights were held, those were not. It is still a goal to hold more family nights that show off student 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.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the number of students who are suspended at least once during the academic year. CA Dashboard	12 incidents during the school year (10 students in total) Asian - 0 students African American - 3 students Hispanic - 5 students White - 2 students CalPads 2023-2024	10 incidents during the school year Asian - less than 2 African American - less than 5 Hispanic - less than 5 White - less than 2 CalPads 2024-2025
Percentage of students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school	27.58% - Chronically Absent Students CalPads 2023-2024	25% - Chronically Absent Students CalPads 2024-2025

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20479.73

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

The use of a counselor was effective for supporting students. Lincoln Elementary Staff began to utilize the Wellness Center to help support students behaviors and achievement on a more consistent basis. The Wellness Center was utilized to assist students to have a greater positive attitude and more success in school. The staff began to recognize this was a need and students benefited from it. Students reported to administrators and teachers that they felt safer at school and more successful in learning. Discussions with students regarding attendance from teachers and admin was implemented. Although the attendance rate is decreasing since COVID-19, it is still higher than pre-COVID.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 6

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 4 - 11 students Level 3 - 42 students Level 2 - 40 students Level 1 - 15 students CalPads 2023-2024 ELPAC Overall Proficiency Levels	2024-2025 - 25% of English learners will advance one proficiency level on the ELPAC
Reclassification	2023-2024 - 9 out of 108 EL students were reclassified	2024-2025 - 10 EL students will meet reclassification criteria

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

Over the past few years we have gained some students who are emerging English learners. These students struggle in daily conversation as well as accessing vocabulary and understanding of the curriculum. In our Title 1 program we have one primary language assistant, one bilingual interrupter, and three Title 1 paraprofessionals on hand ready to assist our emerging English learners. They will support students in a small group or one on one setting to bridge their academic and social language. We met our expected outcome with nine students meeting qualifications for reclassification at the beginning of the 2023/2024 school year.

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

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

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

There were not changes to the goal or strategies.

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	244,527.00	0.00
Title I Part A: Parent Involvement	2,755.00	0.00
Unrestricted		

Total Funding Allocation: 231,112

This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	244,527.00
Title I Part A: Parent Involvement	2,755.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
247,282.00

School Site Council Membership

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

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

Name of Members	Role
Becky Sprinkle	Principal
Bianca Diniz	Classroom Teacher
Mella Yarbrough	Classroom Teacher
Melanie Grupe	Classroom Teacher
Vivica Rafael	Other School Staff
Erika Acosta	Parent or Community Member
Theresa Calamaco	Parent or Community Member
Shelby Moran	Parent or Community Member
Lilliana Udang	Parent or Community Member
Tawyna Dimagnaong	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Maria Lara	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 9, 2024.

Attested:

Rebecca Sprinkle	Principal, Rebecca Sprinkle on October 9, 2024
Lillian Udang	SSC Chairperson, Lillian Udang on October 9, 2024