School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln School	19648736021430	November 1, 2023	December 12, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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.

This document reflects a strategic plan of action to address learning deficits and increase student achievement, as measured by state and national data. This plan also addresses strategies that will be used to provide additional instructional support for students identified as English learners, Students with Disabilities, and any additional subgroups identified through data as having a need for an increase in student success. All the goals of the plan are aligned with the LEA's LCAP goals.

1. Develop a College and Career Culture
2. Support High Quality Teaching and Learning with State Standards
3. Create Positive School Climate and Environments Conducive to Learning
4. Develop Parent and Community Partnerships

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 2
Educational Partner Involvement 4
Resource Inequities 7
SPSA Evaluation Template 9
School and Student Performance Data 17
- Student Enrollment 17
- CAASPP Results 19
- ELPAC Results 23
- Student Population 26
- Overall Performance 28
- Academic Performance 30
- Academic Engagement 35
- Conditions & Climate 37

Goals, Strategies, & Proposed Expenditures 39
- Goal 1 39
- Goal 2 51
- Goal 3 61
- Goal 4 67

Budget Summary 71
- Budget Summary 71
- Other Federal, State, and Local Funds 71

Budgeted Funds and Expenditures in this Plan 72
- Funds Budgeted to the School by Funding Source 72
- Expenditures by Funding Source 72
- Expenditures by Budget Reference 72
- Expenditures by Budget Reference and Funding Source 72
- Expenditures by Goal 72

School Site Council Membership 73
Recommendations and Assurances 74
Instructions 75
- Instructions: Linked Table of Contents 75
- Purpose and Description 76
- Educational Partner Involvement 76
- Resource Inequities 76

Goals, Strategies, Expenditures, & Annual Review 77
Annual Review 78
Budget Summary 79
Appendix A: Plan Requirements 81
Appendix B: 84
Appendix C: Select State and Federal Programs 86

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

School Site Council

November 1, 2023 – SSC convened and approved the School Plan Budget and the following goals in the School Plan:
Goal 1: Increase school-wide achievement in English Language Arts and provide support for English learner students
Goal 2: Increase school-wide achievement in mathematics
Goal 3: Maintain a safe and orderly learning environment and support student social-emotional growth.
Goal 4: Provide parent engagement opportunities to support a college-going culture, social-emotional health, English Language Learners, and academic achievement.

February 7, 2023- SSC convened to address the following topics and complete a needs assessment:
1. Review and approve the School Safety Plan
2. Review K-5 student academic progress in English Language Arts and Mathematics by looking at comparison data from diagnostic 1 to diagnostic 2 in i-Ready.
3. Progress of K-5 English Language Learners in i-Ready was presented to show the progress of English Learners towards growth goals was almost equivalent to the growth goals of non-English Learners.
4. Moving forward in trimester 3 with intervention for students identified in i-Ready as identified in Goals 1 & 2 was shared.
5. Moving forward with putting a counseling instructional assistant in place to support the social emotional needs of students and create a positive school culture to help decrease chronic absenteeism as outlined in Goal 3 was shared.

April 18, 2023 - SSC convened to address the following topics and needs assessments:
1. A proposal was presented for a vote to amend the School Budget and School Plan to switch the Title 1 funding of the ELA Coach and LCAP funding to the Math Coach due to the ELA Coach position remaining unfilled for the 2022-23 school year and leaving a large sum of Title 1 funds unutilized.
2. A majority vote with no opposing votes passed the amendment for the School Budget and School Plans to fund the Math Coach with Title 1 funding and the unfilled ELA Coach position to LCAP funds.
3. The intervention outlined in Goals 1 and 2 of the School Plan was addressed in trimester 3 with students identified in i-Ready as being 2 or more grade levels below in Phonics and Phonemic Awareness in ELA and for Numbers and Operations in Math data was presented.
4. The hiring of a counseling instructional assistant to support the social-emotional needs of students to create a positive school culture and decrease chronic absenteeism as outlined in Goal 3 was shared.
5. Data highlighting the number of students serviced, which students received intervention or counseling support, and the progress made by students was presented.

6. Parent members shared ideas for increasing parent involvement and it was agreed to create a parent survey with open-ended and multiple-choice questions for parents to share what parent involvement opportunities the school should offer and get their ideas.
7. It was agreed the principal would prepare and share a sample parent survey to share with SSC members to give feedback via email. Once all members replied with feedback and adjustments were made, the survey would be shared with parents to complete.
8. Chronic absenteeism data and ways to address the issue throughout the school year were presented and included parent meetings to bring more awareness about attendance and ways to identify and celebrate students who showed strong attendance in trimester 3 and throughout the school year.

October 10, 2023 - The SSC convened to complete a review of informal data and to make modifications based on summative data from the previous year to identify modifications that need to be made to the goals and strategies of the 2022-23 School Plan and Budget to meet the needs of students in the 2023-24 school year. The committee agreed to suggestions about the expected outcomes we should review for the 23-24 school year. In the SBA, ELPAC, and i-Ready data, the data for level 2 (SBA and ELPAC) or 1 year below (i-Ready) reflects the students that moved out of level 1 (SBA or ELPAC) and into 2-3 years below (i-Ready). At times there is data that suggests students may have moved from level 3, down into level 2. The data for level 2 (SBA and ELPAC) or 1 year below (i-Ready) is affected by the other levels and for making goals, those changes would be reflected in the levels above or below. Therefore, the SSC agreed to set the goals excluding data for level 2 (SBA and ELPAC) or 1 year below (i-Ready) and focus on increasing proficient scores (level 3 and 4 for SBA and ELPAC) and decreasing scores in level 1 (SBA and ELPAC) or 2-3 years below (i-Ready).

It was shared that Lincoln meets the criteria for ADDITIONAL TARGETED SUPPORT and IMPROVEMENT (ATSI) and must partner with stakeholders to develop and implement a school-level plan to improve student outcomes. Lincoln met the criteria for ATSI for Students with Disabilities (SD) in Language Arts and Mathematics based on SBA scores and for chronic absenteeism. The SD students included in SBA scores are students who qualify for support from a Resource Specialist (RSP) and or Speech and Language Pathologist (SLP) but not our Special Day Class students because they do not take the SBA. However, our meeting of the criterion for chronic absenteeism among SD students includes Special Day Class students because all students with IEPs at Lincoln are included in attendance. An additional criterion met qualifying Lincoln for ATSI, was chronic absenteeism among African-American students. SSC agreed to include the progress of Students with Disabilities as a specific subgroup to track progress when reviewing SBA data in ELA and Mathematics and setting goals to meet the needs of those students. We will also include looking at chronic absenteeism for SD and African-American students to ensure we have support in place to address their specific needs to improve their attendance.

Leadership, Staff Meetings, and Teacher Collaboration

September - December 2022 Leadership and staff meetings were focused on reviewing state testing data and addressing identified needs through training to build staff understanding of how the Multi-Tiered System of Support and what tier 1 instructional practices need to be included to best serve student needs. During teacher collaboration, there was an emphasis on looking at planning and then using a formative assessment to analyze across the grade level and determine how teachers would address the needs that remained at the grade level. The need for additional support with small groups in class and outside of class for tier 2 and 3 support with reading was revealed through

grade-level collaboration notes. The same need was observed in mathematics for numbers in operations, emphasizing place value.

January-May Leadership and staff meetings focused on developing strong tier 1 instruction through First Best Instructional practices including, purposeful learning and meaningful tasks tied to AVID strategies. Teachers at all grade levels participated in professional development and worked with and across grade levels to practice incorporating what was being learned into their instruction. During teacher collaboration, teachers continued to plan and analyze data around the practices they were implementing. Teacher collaboration notes revealed a need to continue the development of the skills and include training for collaborative conversations. A need to also include a monthly meeting for Collaboration Leads as well as Leadership to support the implementation during collaboration was identified and will be put into place during the 2023-24 school year.

September-October monthly Leadership and Collaboration Lead meetings have been put into place and include the school-wide goal to incorporate strong tier 1 instruction through the use of AVID. Durning Leadership, Collaboration Lead, and staff meetings data from SBA, ELPAC, and i-Ready have been reviewed to identify the academic needs of students for the 2023-24 school year. EL and SD student scores in SBA for ELA and Mathematics were shared to highlight a need to address continued support with increasing their scores in both areas. Grade levels are setting professional growth goals based on the data and include trimester 2 and 3 benchmarks to determine the implications to student performance. They also used the data to give suggestions on the expected outcomes for the school plan.

English Learner Advisory Committee

January 17, 2023
1. Information regarding ELPAC assessments and ELD instruction was shared with the committee to inform them about how students get redesignated and the implications redesignation has in middle school and high school.
2. Committee members suggested more opportunities to share the information so more parents can learn what was shared.

March 14, 2023
1. i-Ready data was shared for reading and mathematics to outline the progress of EL students and to compare the growth of EL students to non-EL students.
2. Data revealed that in i-Ready EL students were maintaining the same growth as the non-EL students. It was shared this may be due to i-Ready being differentiated instruction that meets each student where they are so they can all be successful.
3. How the newly hired tutors will support EL students identified through i-Ready data was shared. The goal is to support EL students showing 2 or more years below grade level in phonics and phonemic awareness to support strong reading skills.
4. A committee member requested that the intervention tutors put in place, continue in the following school year so EL students can get redesignated and improve state testing scores.

May 23, 2023
1. Data was shared for the intervention conducted with the support of tutors for EL students.
2. At least half of the students receiving intervention were EL students at all grade levels and 72 students in Kinder through 5th grade received interventions to support reading.
3. Students achieving their stretch goals in i-Ready is still an area of need because those goals will support getting students 2 or more grade levels below performing at grade level. Stretch goals are

intended to go into the next school year when students are 2 or more grade levels below so the suggestion was to continue with tutors to support intervention the next school year.

October 16, 2023
1. The ELAC convened to complete a review of informal and formal data to review the progress and determine the next steps for EL students.
2. Data for SBA, ELPAC, and i-Ready was shared and a need to support EL students to increase scores in SBA and i-Ready need to be included in the data monitored. Currently, only ELPAC is monitored to track student progress.
3. The information shared at the SSC meeting regarding expected outcomes was shared with the ELPAC committee as well since we will now track EL students in both assessments. In the SBA, ELPAC, and i-Ready data, the data for level 2 (SBA and ELPAC) or 1 year below (i-Ready) reflects the students that moved out of level 1 (SBA or ELPAC) and into 2-3 years below (i-Ready). At times there is data that suggests students may have moved from level 3, down into level 2. The data for level 2 (SBA and ELPAC) or 1 year below (i-Ready) is affected by the other levels and for making goals, those changes would be reflected in the levels above or below. Therefore, the SSC agreed to set the goals excluding data for level 2 (SBA and ELPAC) or 1 year below (i-Ready) and focus on increasing proficient scores (level 3 and 4 for SBA and ELPAC) and decreasing scores in level 1 (SBA and ELPAC) or 2-3 years below (i-Ready).
4. The ELPAC committee members were asked if they were in agreement and they also moved to include the change in the School Plan for the 23-24 school year.

Title 1 Parent Meeting and Survey

September 14, 2023, the principal shared the following information:
*Title 1 Overview and how Title 1 Funds are used
*Parent and Family Engagement Policy for the District and Lincoln School
*Title 1 Parent Rights
*2023-24 Smarter Balanced Performance Summary Data
*Ways parents can support their child’s learning
Parents were given the opportunity to ask questions and/or make suggestions about ways to improve the educational program. Parents did not ask questions or make suggestions during the meeting or through the email option they were told was available on the school website.

2022-23 Title 1 Parent Survey Results for Lincoln (44.5% return rate)
Overall, the respondents strongly agreed and agreed 90% of the time or higher on all the questions with the exception of the question that asked parents, "This school offers training and workshops that I can use to help my child's learning." Only 89.6% of parents responded, strongly agree and agree. We will continue to address this concern throughout the 23-24 school year via parent surveys and posting the results of the surveys. The first parent survey was completed during the month of September 2023.

Resource Inequities

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

There was a need to develop a more targeted and focused approach to meeting the academic needs of Students with Disabilities (SD) when supporting their Language Arts and Mathematics instruction (ATSI). The support that was given to them, was centered around doing the same work other students were doing in class but in a small group setting. There was no assessment to

determine the specific kills the student with disabilities needed or a way track their progress toward that skill and how it would build into the next level of skills needed to be successful on standarized testing. We have now adopted a new reading intervention program Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) that the Resource Specialist will use to target their specific needs, and track, and monitor their progress.

During meetings with parents regarding student attendance, it was noted that they were unaware of how their children's attendance was kept and the need for them to ensure they are communicating with the school about their children's attendance needs. It was clear we needed to incorporate more opportunities for all parents, and specifically SD and African American students, to learn about how the monitor their child's attendance and keep open lines of communication when problems or needs arise. (ATSI)

Paramount Unified School District
SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
    1. Choose from one of these
        1. Not Implemented
        2. Partially Implemented
        3. Fully Implemented
3. Effectiveness
    1. Choose from one of these
        1. Not Effective
        2. Somewhat Effective
        3. Very Effective
4. Data to support Effectiveness Claim
    1. What data (qualitative or quantitative) supports your effectiveness claim
    2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
    1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
    1. Goal
    2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Fund Teacher on Special Assignment (TOSA) position to support all academic programs. The TOSA's duties align to the LCAP goals as follows: 1. Develop a College and Career Culture 2. Support High-Quality Teaching and Learning with State Standards 3. Create a Positive School Climate and Environments Conducive to Learning	Fully Implemented	Very Effective		Yes	
1	2	Fund the English Language Arts (ELA) coach position to support the English Language Arts program. The ELA coach's duties align to the LCAP goals as follows: 1. Develop a College and Career Culture 2. Support High-Quality Teaching and Learning with State Standards 3. Create a Positive School Climate and	Not Implemented	Not Effective		Yes	

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		Environments Conducive to Learning 4. Develop Parent and Community Partnerships					
1	3	Renew Accelerated Reader license to promote independent reading in K-5. This strategy aligns with the LCAP goals as follows: 1. Develop a College and Career Culture 2. Create a Positive School Climate and Environments Conducive to Learning	Fully Implemented	Very Effective		Yes	
1	4	Fund teachers' extra hours for after school academic interventions and/or additional collaboration time. This strategy aligns to the LCAP goal as follows: 1. Support High Quality Teaching and Learning	Partially Implemented	Somewhat Effective		Yes	
1	5	Fund a tutor to support English Language Arts instruction for struggling students and EL learners during the school day and after school with the support of and with lessons and strategies provided by the Instructional Coaches and TOSA.	Partially Implemented	Somewhat Effective		Yes	
1	6	Purchase additional instructional materials, manipulatives, and resources.	Partially Implemented	Somewhat Effective		Yes	
1	7						
1	8						
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	16						
1	17						
1	18						
1	19						
1	20						
2	1	Fund the Math Coach position to support the math and science program. The math coach's duties align with the LCAP goals as follows: 1. Develop a College and Career Culture 2. Support High-Quality Teaching and Learning with State Standards 3. Create a Positive School Climate and Environments Conducive to Learning 4. Develop Parent and Community Partnerships	Fully Implemented	Very Effective		Yes	
2	2	Purchase additional mathematics and science instructional materials, manipulatives, and resources to support cross-curricular, real-life experiences in science that reinforce mathematical concepts.	Partially Implemented	Somewhat Effective		Yes	
2	3	Fund a tutor to support mathematics instruction for struggling students and EL learners during the school day and after school with the support of and with lessons and strategies provided by the Instructional Coaches and TOSA.	Partially Implemented	Somewhat Effective		Yes	
2	4						
2	5						
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Hold parent meetings to outline the importance of attendance and offer support with issues that may be causing chronic absences. Improve technology systems for student assemblies and parent meetings to increase attendance and decrease chronic absenteeism. This strategy aligns with the LCAP goal as follows: 1. Develop a College and Career Culture 2. Create Positive School Climate and Environments Conducive to Learning	Fully Implemented	Very Effective		Yes	
3	2	Fund a college intern to support with attendance, college, and career readiness, and social-emotional health lessons provided by and under the supervision of the School Counselor.	Partially Implemented	Somewhat Effective		Yes	
3	3	Purchase supplies, materials, and resources that support social-emotional health learning and instruction. Provide assemblies that support social-emotional health learning. 10 to 15-minute daily lessons will be taught by classroom teachers. The daily lessons will be provided by the School Counselor to build students' problem-solving skills when conflict arises and teach them how to treat each other by	Partially Implemented	Somewhat Effective		Yes	

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		reflecting on the components of Lincoln PRIDE (Positive Attitude, Respect, Integrity, Determination, and Enthusiasm for learning).					
3	4	Purchase furniture and supplies for the school "Calm Room" that will be used for counseling, social-emotional support groups, and a place for students to utilize throughout the day.	Not Implemented	Not Effective		Yes	
3	5	Fund a Noon Duty Aide to be the Lead support to the Play Works Coach to ensure the program continues with full implementation in the 24-25 school year.					
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1	Parent engagement opportunities will be offered to support parents in improving student achievement for all as well as English Learners and how to support their children's social and emotional health. Parent surveys will be done to determine topics they would find most useful to	Fully Implemented	Very Effective		Yes	

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		them in supporting their children's progress. Parent meetings will also be conducted to inform parents of the various ways they can support their child's progress.					
4	2						
4	3						
4	4						
4	5						
4	6						
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2

Overall Narrative

2022-23 Goal	Description
1	
2	

3	
4	

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn't occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the "Annual Review" section of your SPSA.

Table 3
Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	
2	
3	
4	

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4
Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5
Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the "Annual Review" section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6
Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences

1	

CE Program Instrument
CE 18: School Site Evaluation of Program Effectiveness
18.0 A school operating a program that requires a SPSA shall carry out the following requirements:
(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])
(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state's annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])
(b) Determine whether the program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards. (34 CFR Section 200.26[c][2])
(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.
(34 CFR Section 200.26[c][3])

CDE SPSA Instructions
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.16%	0.18%	1	1	1
African American	3.7%	5.24%	4.11%	23	33	23
Asian	0.5%	0.48%	0.54%	3	3	3
Filipino	0.3%	0.32%	0.18%	2	2	1
Hispanic/Latino	93.3%	91.43%	91.96%	583	576	515
Pacific Islander	0.5%	0.79%	1.07%	3	5	6
White	0.3%	0.48%	0.54%	2	3	3
Multiple/No Response	1.3%	1.11%	1.43%	8	7	8
			Total Enrollment	625	630	560

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	101	87
Grade 1	99	86	79
Grade 2	96	87	79
Grade3	123	86	98
Grade 4	100	139	95
Grade 5	112	131	122
Total Enrollment	625	630	560

Conclusions based on this data:

1. Hispanic/Latino continue to be the largest student group with 515 students and African American students are the second largest student group at 23 students but both groups have declined.
2. Total enrollment has continued to decline with 70 fewer students enrolled school-wide from 21-22 to 22-23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	188	181	151	30.1%	28.7%	27.0%
Fluent English Proficient (FEP)	132	111	96	21.1%	17.6%	17.1%
Reclassified Fluent English Proficient (RFEP)	21			11.2%		

Conclusions based on this data:

1. The English Leaners (ELs) and FEP students enrollment from 20-21 to 22-23 continues to decrease.
2. The decrease in the percentage of students from 21-22 to 22-23 was greater for ELs at 1.7% while the percentage of FEP students decreased by only .5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	116	85	87	115	85	86	115	85	86	99.1	100.0	98.9
Grade 4	96	141	95	93	141	93	93	141	93	96.9	100.0	97.9
Grade 5	108	88	118	106	88	116	106	88	115	98.1	100.0	98.3
All Grades	320	314	300	314	314	295	314	314	294	98.1	100.0	98.3

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	2387.	2431.	2427.	14.78	30.59	29.07	13.04	18.82	22.09	34.78	25.88	19.77	37.39	24.71	29.07
Grade 4	2408.	2458.	2455.	6.45	25.53	16.13	21.51	20.57	30.11	24.73	19.15	23.66	47.31	34.75	30.11
Grade 5	2468.	2489.	2505.	16.04	17.05	17.39	15.09	31.82	29.57	28.30	18.18	32.17	40.57	32.95	20.87
All Grades	N/A	N/A	N/A	12.74	24.52	20.41	16.24	23.25	27.55	29.62	20.70	25.85	41.40	31.53	26.19

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	10.43	18.82	15.12	63.48	60.00	65.12	26.09	21.18	19.77
Grade 4	9.68	17.02	11.83	59.14	63.12	66.67	31.18	19.86	21.51
Grade 5	9.43	13.64	13.04	63.21	67.05	73.91	27.36	19.32	13.04
All Grades	9.87	16.56	13.27	62.10	63.38	69.05	28.03	20.06	17.69

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	7.83	21.18	23.26	52.17	56.47	50.00	40.00	22.35	26.74
Grade 4	3.23	14.89	12.90	53.76	62.41	64.52	43.01	22.70	22.58
Grade 5	14.15	20.45	17.39	44.34	56.82	68.70	41.51	22.73	13.91
All Grades	8.60	18.15	17.69	50.00	59.24	61.90	41.40	22.61	20.41

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	3.48	10.59	9.30	76.52	80.00	80.23	20.00	9.41	10.47
Grade 4	3.23	11.35	6.45	74.19	74.47	77.42	22.58	14.18	16.13
Grade 5	12.26	11.36	9.57	72.64	76.14	80.87	15.09	12.50	9.57
All Grades	6.37	11.15	8.50	74.52	76.43	79.59	19.11	12.42	11.90

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	15.65	18.82	22.09	60.87	62.35	55.81	23.48	18.82	22.09
Grade 4	7.53	14.18	10.75	68.82	65.96	69.89	23.66	19.86	19.35
Grade 5	10.38	12.50	19.13	67.92	64.77	65.22	21.70	22.73	15.65
All Grades	11.46	14.97	17.35	65.61	64.65	63.95	22.93	20.38	18.71

Conclusions based on this data:

1. The percentage of student's overall achievement in 3rd-5th grade exceeding the standard decreased 4.11% from 21-22 to 22-23.
2. The percentage of student's overall achievement in 3rd-5th grade not meeting the standard decreased 5.3% from 21-22 to 22-23.
3. Research/Inquiry data reflects the percentage of students above standard in 3rd and 5th grades increased while 4th grade decreased from 21-22 to 22-23. 3rd grade increased by 3.27%, 5th grade increased by 5.63%, while 4th grade decreased by 3.43%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	116	85	87	115	85	87	115	85	87	99.1	100.0	100.0
Grade 4	96	141	95	93	141	95	93	141	95	96.9	100.0	100.0
Grade 5	108	88	118	105	88	118	105	88	118	97.2	100.0	100.0
All Grades	320	314	300	313	314	300	313	314	300	97.8	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2397.	2451.	2443.	11.30	28.24	26.44	17.39	32.94	28.74	30.43	17.65	27.59	40.87	21.18	17.24
Grade 4	2408.	2447.	2458.	2.15	7.80	16.84	17.20	24.11	18.95	35.48	41.13	40.00	45.16	26.95	24.21
Grade 5	2434.	2475.	2492.	3.81	7.95	11.02	11.43	17.05	22.88	22.86	38.64	35.59	61.90	36.36	30.51
All Grades	N/A	N/A	N/A	6.07	13.38	17.33	15.34	24.52	23.33	29.39	34.08	34.67	49.20	28.03	24.67

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	13.04	40.00	40.23	47.83	43.53	43.68	39.13	16.47	16.09
Grade 4	4.30	13.48	18.95	41.94	53.19	51.58	53.76	33.33	29.47
Grade 5	2.86	6.82	21.19	35.24	60.23	45.76	61.90	32.95	33.05
All Grades	7.03	18.79	26.00	41.85	52.55	47.00	51.12	28.66	27.00

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	14.78	28.24	20.69	44.35	48.24	54.02	40.87	23.53	25.29
Grade 4	8.60	10.64	12.63	43.01	53.90	51.58	48.39	35.46	35.79
Grade 5	3.81	6.82	7.63	42.86	61.36	62.71	53.33	31.82	29.66
All Grades	9.27	14.33	13.00	43.45	54.46	56.67	47.28	31.21	30.33

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	14.78	27.06	25.29	57.39	64.71	60.92	27.83	8.24	13.79
Grade 4	4.30	11.35	14.74	60.22	60.99	58.95	35.48	27.66	26.32
Grade 5	3.81	6.82	8.47	59.05	64.77	68.64	37.14	28.41	22.88
All Grades	7.99	14.33	15.33	58.79	63.06	63.33	33.23	22.61	21.33

Conclusions based on this data:

1. The percentage of student's overall achievement in exceeding the standard increased 3.95% with 3rd-5th grade from 21-22 to 22-23.
2. The percentage of student's overall achievement not meeting the standard decreased 3.36% with 3rd-5th grade from 21-22 to 22-23.
3. The percentage of student's above standard for Communicating Reasoning in 4th and 5th grade increased for but decreased in 3rd grade from 21-22 to 22-23. 4th grade increased 3.39% and 5th grade increased 1.65% while 3rd grade decreased by 1.77%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1420.7	1422.2	1415.1	1439.9	1436.3	1428.1	1375.9	1389.0	1384.4	35	41	27
1	1465.7	1428.0	1454.4	1474.2	1457.3	1474.8	1456.7	1398.1	1433.5	30	25	20
2	1479.0	1468.6	1468.7	1476.2	1469.0	1485.7	1481.3	1467.8	1451.4	31	27	24
3	1489.3	1484.5	1499.9	1498.5	1496.9	1495.7	1479.7	1471.5	1503.6	24	20	27
4	1492.3	1505.5	1503.7	1496.9	1502.1	1504.9	1487.3	1508.6	1502.1	28	25	26
5	1504.7	1513.7	1524.4	1511.0	1513.6	1517.1	1497.8	1513.3	1531.5	31	22	20
All Grades										179	160	144

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	5.71	12.20	14.81	42.86	36.59	14.81	37.14	29.27	51.85	14.29	21.95	18.52	35	41	27
1	13.33	4.00	10.00	33.33	32.00	30.00	53.33	36.00	50.00	0.00	28.00	10.00	30	25	20
2	19.35	0.00	8.33	54.84	59.26	37.50	19.35	33.33	37.50	6.45	7.41	16.67	31	27	24
3	8.33	5.00	11.11	33.33	35.00	59.26	58.33	50.00	18.52	0.00	10.00	11.11	24	20	27
4	0.00	12.00	11.54	42.86	36.00	61.54	39.29	48.00	15.38	17.86	4.00	11.54	28	25	26
5	3.23	13.64	20.00	58.06	27.27	60.00	25.81	59.09	10.00	12.90	0.00	10.00	31	22	20
All Grades	8.38	8.13	12.50	44.69	38.13	43.75	37.99	40.63	30.56	8.94	13.13	13.19	179	160	144

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	25.71	26.83	18.52	37.14	31.71	18.52	25.71	24.39	44.44	11.43	17.07	18.52	35	41	27
1	23.33	20.00	25.00	50.00	36.00	50.00	26.67	36.00	25.00	0.00	8.00	0.00	30	25	20
2	32.26	14.81	25.00	48.39	48.15	41.67	12.90	25.93	29.17	6.45	11.11	4.17	31	27	24
3	29.17	25.00	40.74	54.17	55.00	29.63	12.50	15.00	18.52	4.17	5.00	11.11	24	20	27
4	28.57	24.00	61.54	46.43	60.00	23.08	21.43	16.00	3.85	3.57	0.00	11.54	28	25	26
5	35.48	36.36	40.00	51.61	40.91	50.00	6.45	13.64	0.00	6.45	9.09	10.00	31	22	20
All Grades	29.05	24.38	35.42	47.49	43.75	34.03	17.88	22.50	20.83	5.59	9.38	9.72	179	160	144

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	2.86	7.32	3.70	17.14	19.51	11.11	48.57	39.02	48.15	31.43	34.15	37.04	35	41	27
1	10.00	4.00	0.00	26.67	12.00	35.00	26.67	28.00	30.00	36.67	56.00	35.00	30	25	20
2	19.35	0.00	8.33	32.26	33.33	16.67	29.03	59.26	33.33	19.35	7.41	41.67	31	27	24
3	0.00	0.00	11.11	12.50	15.00	25.93	70.83	55.00	51.85	16.67	30.00	11.11	24	20	27
4	0.00	8.00	0.00	10.71	32.00	34.62	46.43	28.00	38.46	42.86	32.00	26.92	28	25	26
5	0.00	4.55	10.00	19.35	18.18	30.00	51.61	54.55	40.00	29.03	22.73	20.00	31	22	20
All Grades	5.59	4.38	5.56	20.11	21.88	25.00	44.69	43.13	40.97	29.61	30.63	28.47	179	160	144

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	17.14	26.83	14.81	77.14	65.85	70.37	5.71	7.32	14.81	35	41	27
1	36.67	24.00	35.00	63.33	68.00	65.00	0.00	8.00	0.00	30	25	20
2	41.94	11.11	16.67	48.39	81.48	75.00	9.68	7.41	8.33	31	27	24
3	20.83	60.00	25.93	45.83	30.00	59.26	33.33	10.00	14.81	24	20	27
4	25.00	36.00	34.62	60.71	60.00	53.85	14.29	4.00	11.54	28	25	26
5	9.68	4.55	30.00	77.42	86.36	60.00	12.90	9.09	10.00	31	22	20
All Grades	25.14	26.25	25.69	63.13	66.25	63.89	11.73	7.50	10.42	179	160	144

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	17.07	25.93	54.29	63.41	51.85	17.14	19.51	22.22	35	41	27
1	26.67	12.00	30.00	70.00	76.00	60.00	3.33	12.00	10.00	30	25	20
2	35.48	22.22	56.52	58.06	62.96	39.13	6.45	14.81	4.35	31	27	23
3	70.83	45.00	48.15	29.17	50.00	40.74	0.00	5.00	11.11	24	20	27
4	42.86	24.00	57.69	53.57	68.00	30.77	3.57	8.00	11.54	28	25	26
5	80.65	68.18	70.00	12.90	27.27	20.00	6.45	4.55	10.00	31	22	20
All Grades	46.37	28.75	47.55	46.93	59.38	40.56	6.70	11.88	11.89	179	160	143

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	5.71	7.32	3.70	77.14	73.17	92.59	17.14	19.51	3.70	35	41	27
1	20.00	8.00	15.00	53.33	36.00	35.00	26.67	56.00	50.00	30	25	20
2	41.94	3.70	8.33	38.71	85.19	41.67	19.35	11.11	50.00	31	27	24
3	0.00	0.00	11.11	50.00	35.00	51.85	50.00	65.00	37.04	24	20	27
4	3.57	4.00	0.00	42.86	52.00	73.08	53.57	44.00	26.92	28	25	26
5	3.23	0.00	5.00	54.84	50.00	75.00	41.94	50.00	20.00	31	22	20
All Grades	12.85	4.38	6.94	53.63	58.13	62.50	33.52	37.50	30.56	179	160	144

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	11.43	14.63	18.52	37.14	36.59	25.93	51.43	48.78	55.56	35	41	27
1	13.33	4.00	10.00	56.67	44.00	75.00	30.00	52.00	15.00	30	25	20
2	16.13	7.41	8.70	67.74	85.19	65.22	16.13	7.41	26.09	31	27	23
3	4.17	10.00	33.33	79.17	80.00	62.96	16.67	10.00	3.70	24	20	27
4	3.57	16.00	11.54	71.43	76.00	65.38	25.00	8.00	23.08	28	25	26
5	3.23	18.18	30.00	80.65	77.27	60.00	16.13	4.55	10.00	31	22	20
All Grades	8.94	11.88	18.88	64.25	63.13	58.04	26.82	25.00	23.08	179	160	143

Conclusions based on this data:

1. Overall Language level 4 scores increased 4.37% across grades K-5th from 21-22 to 22-23.
2. The percentage of students in all grades scoring a level 4 increased in Oral Language and Written Language from 21-22 to 22-23. Oral language increased 11.04% and Written Language 1.18%.
3. Students in all grades increased scores for Well Developed 18.8% from 21-22 to 22-23 while the scores for Beginning increased by 0.01%.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
630	87.9	28.7	0.6
Total Number of Students enrolled in Abraham Lincoln School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	28.7
Foster Youth	4	0.6
Homeless		
Socioeconomically Disadvantaged	554	87.9
Students with Disabilities	62	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	5.2
American Indian	1	0.2
Asian	3	0.5
Filipino	2	0.3
Hispanic	576	91.4
Two or More Races	7	1.1
Pacific Islander	5	0.8
White	3	0.5

Conclusions based on this data:

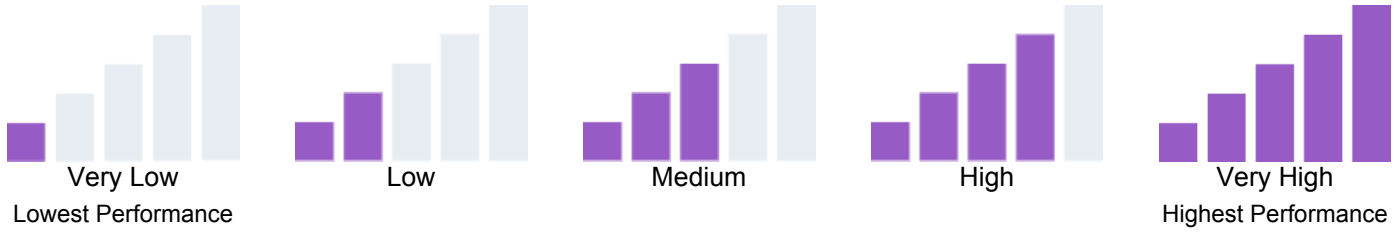
1. The largest student group is Hispanic students with 91.4% of the students enrolled falling in that category.
2. 82.6% of Lincoln students in 2020-21 were socioeconomically disadvantaged.
3. Almost one-third of the student population, 30.1%, are classified as English Learners.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic Performance is low in all three areas: English Language Arts, Mathematics, and English Learner Progress
2. Chronic absenteeism is very high.

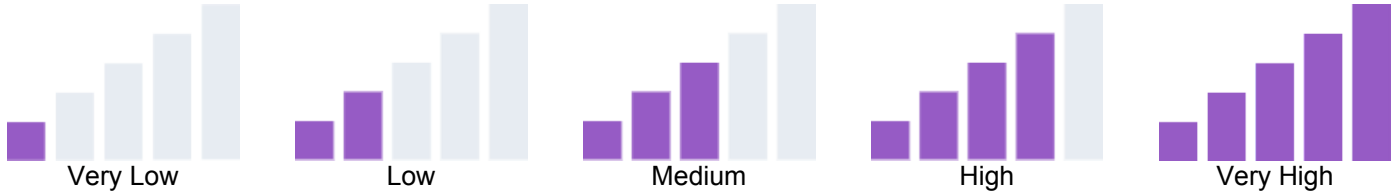
3. The suspension rate is in the low range.

School and Student Performance Data

Academic Performance
English Language Arts

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

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



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

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

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

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
9.0 points below standard	16.3 points below standard	1 Student
302 Students	132 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
3 Students	9.2 points below standard	86.1 points below standard
	285 Students	31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 65.5 points below standard 17 Students		No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 6.8 points below standard 278 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 0 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.1 points below standard 63 Students	34.6 points above standard 69 Students	5.8 points below standard 149 Students

Conclusions based on this data:

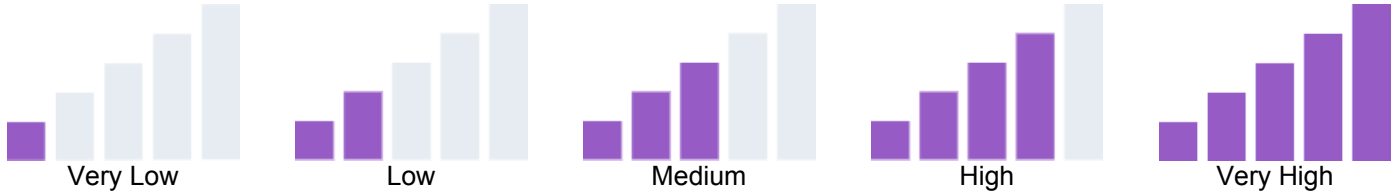
1. Students with Disabilities performed 86.1 points below standard and is what qualified the school to participate in the ATSI program.
2. English Learners performed 6.8 points below standard which is a 1.2 point improvement over the previous data.
3. Current English Learners and English Only students are both below standard but English Learners are 66.3 points farther below the standard than the English Only students.

School and Student Performance Data

Academic Performance
Mathematics

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

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



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
26.3 points below standard	41.5 points below standard	1 Student
301 Students	132 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
3 Students	28.2 points below standard	97.7 points below standard
	285 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 71.9 points below standard 17 Students		No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 25.7 points below standard 277 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 0 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.3 points below standard 63 Students	7.9 points below standard 69 Students	17.3 points below standard 148 Students

Conclusions based on this data:

1. Students with Disabilities performed the lowest and were very low at 97.7 points below standard qualifying them for the ATSI program for mathematics.
2. English Learners performed well below Reclassified English Learners and English Only students at 78.3 points below standard.
3. Although Reclassified English Learners and English Only students were both below standard, Reclassified English Learners out performed English Only students by 9.4 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Low
36.6 making progress towards English language proficiency
Number of EL Students: 112 Students
Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.8%	36.6%	0.0%	36.6%

Conclusions based on this data:

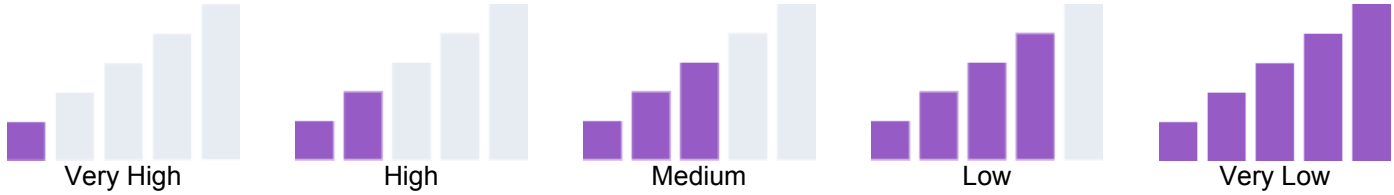
1. 36.6% of EL students progressed at least one ELPI Level while 26.8% of EL students decreased one level.
2. Only a little more than one-third (36.6%) of EL students are making progress towards English language proficiency.
3. A little more than one-third (36.6%) of EL students in ELPI Levels 1-3 maintained the same performance.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
48% Chronically Absent	45.9% Chronically Absent	Less than 11 Students
661 Students	196 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	48.5% Chronically Absent	68.1% Chronically Absent
9 Students	594 Students	72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very High	No Performance Level	No Performance Level	No Performance Level
50% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
34 Students	1 Student	3 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	No Performance Level
48.1% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
605 Students	7 Students	5 Students	4 Students

Conclusions based on this data:

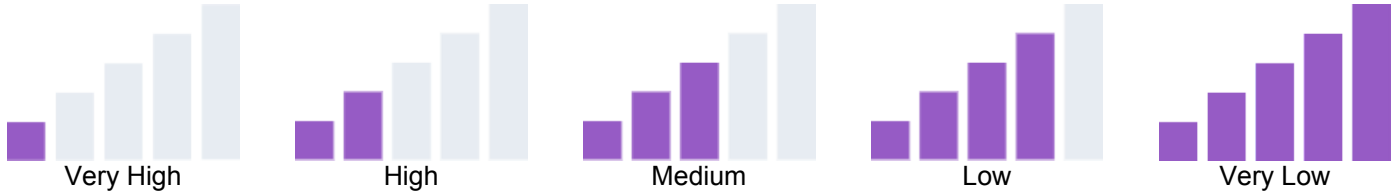
1. 48% of all students are chronically absent which is almost half of the student population.
2. Students with Disabilities have very high chronic absenteeism at 68.1%, which is more than two-thirds of the population.
3. African American students had the 2nd highest rate with 50%, half of the population, being chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	0	3	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
0.9% suspended at least one day	0.9% suspended at least one day	Less than 11 Students
746 Students	224 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	1% suspended at least one day	0% suspended at least one day
9 Students	671 Students	82 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High 4.7% suspended at least one day 43 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 0.7% suspended at least one day 674 Students	No Performance Level Less than 11 Students 10 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 5 Students

Conclusions based on this data:

1. The suspension rate of all students was low with less than 1% of all students being suspended at least one day.
2. The suspension rate of African American students was high with 4.7% of students being suspended for at least one day.
3. English Learners had a rate of 0.9% which was equivalent to all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts and English Language Development

LEA/LCAP Goal

Support High Quality Teaching and Learning with State Standards

Goal 1

Increase school-wide achievement in English Language Arts and provide additional support for English Learner (EL) students and Students with Disabilities (ATSI).

Identified Need

2022-23 ELPAC Summative Results (144 students)
Overall Performance (% of students across all grades K-5)
Level 4: 12%
Level 3: 43%
Level 2: 30%
Level 1: 14%
Students must achieve a level 4 to be reclassified. The percentage of students scoring a Level 4 increased by 4% from the 21-22 to 22-23 school years. In 2022-23, 44% of students scored levels 1 & 2 combined, but in 2021-21, 54% were at levels 1 and 2 combined, and a 10% decrease in students scoring at levels 1 and 2 was observed in the percentages from 21-22 to 22-23. From the 21-22 to the 22-23 school year, the percentage of students that scored at level 1 remained unchanged at 14%.

To determine the specific areas of need that caused the increase in students at levels 1 and 2, we looked at the four domains that make up the overall performance score: listening, speaking, reading, and writing. In the Listening domain, we noted a 0% increase in students scoring well-developed and a 2% increase in the percentage of students scoring beginning in listening. The percentage of students scoring beginning in speaking showed a 0% change. Although the reading and writing domains respectively showed an increase of 3% and 7% in the 22-23 school year, they also reflected the lowest percentage of students scoring well-developed when all four domains were compared. In the Reading domain, 7% of students were well-developed, and in the Writing domain, 19% were. There is a need to continue supporting EL learners in reading, writing, and listening domains the most.

i-Ready 2022-23 school year
The district adopted a new diagnostic assessment called i-Ready that enabled students K-5 to be assessed each trimester to determine their growth towards grade-level standards. The data identifies students above grade level, at/on grade level, and one or more grade levels below. Students participated in 10 minutes of instructional time during their day to work on ELA activities differentiated to meet the needs of each student. If students reflected a need to work on content below their grade level, it assigned them the skills they needed to show proficiency in the standards at their grade level so they could complete work at their level of need.

The data reflected a need to support student growth to decrease the percentage of students below by one or more grade levels. The percentage of students performing one or more grade levels below on the final diagnostic in the spring was 46% in 1st grade, 52% in 2nd grade, 42% in 3rd grade, 70% in 4th grade, and 61% in 5th grade. Due to kindergarten being the first year of school for assessing, they cannot perform one or more grade levels below, and first grade cannot demonstrate performance two or more grade levels below.

There was a significant increase across all grade levels from the Fall to the Spring diagnostic for students scoring above or on grade level: Kinder 78%; 1st Grade 54%; 2nd Grade 47%; 3rd Grade 58%; 4th Grade 31%; 5th Grade 49%. Kindergarten showed the greatest percentage of students at or above grade level and 4th grade had the least. The average at or above grade level was 53%. The grade levels performing below the average included 2nd grade, 4th grade, and 5th grade with 4th grade being the farthest from average by 22%. In addition, 4th grade was also the only grade level to increase the percentage of students three or ore grade levels below by 1%.

2022-23 Smarter Balanced Assessment (SBA)
Data shows 295 3rd - 5th grades were assessed at Abraham Lincoln School in the 2022-23 school year. In the 22-23 school year, the overall percentage of students that met (level 3) or exceeded (level 4) proficiency in ELA was 48%, equivalent to the number of students that met or exceeded in the 21-22 school year. The change reflected in the 21-22 and 22-23 school years was that the percentage of students at level 3 increased while those at level 4 decreased by the same amount. In the 21-22 school year, 23% met (level 3) proficiency, but in the 22-23 school year, 28% met (level 3), an increase of 5%. However, in the 21-22 school year, 25% exceeded (level 4), but in the 22-23 school year, 20% of students exceeded (level 4) proficiency, showing a 5% decrease. The overall percentage did not change, but there was a decrease in students achieving an exceeding score (level 4). The number of students scoring standard not met (level 1) decreased by 5%, but the percentage of students that scored standard nearly met (level 2) increased by 5%. There is a need to continue with additional support with ELA instruction to increase the number of students achieving proficiency in grade-level standards.

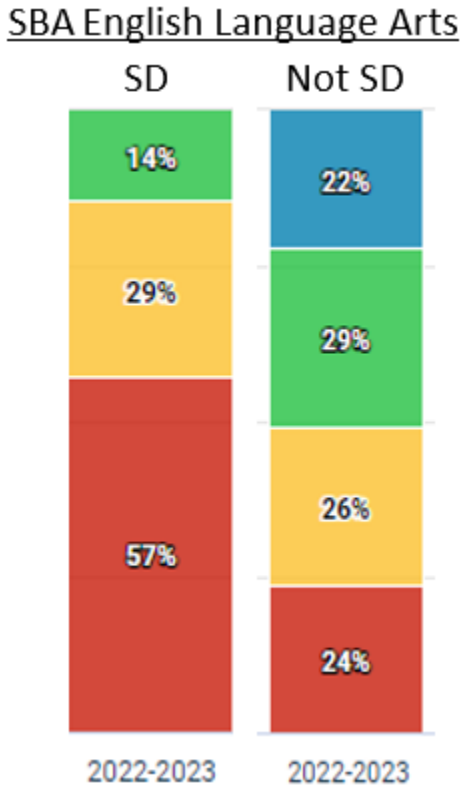
Students with disabilities (SD) receive support from a Resource Specialist Program provider (RSP teacher) and/or the Speech and Language Pathologist in a General Education classroom based on the services outlined in their Individualized Education Plan (IEP). Our SD students have been identified as needing additional support through the Additional Targeted Support and Improvement (ATSI) program. SD performed 86.1 points below standard in 21-22. The percentage of SD students exceeding (level 4) was 0%, and 14% of SD students scored met (level 3) in 22-23. However, students who are not receiving those services (non-SD) achieved 22% exceeding (level 4) and 29% met (level 3) in the 22-23 school year. When SD students were compared to non-SD students for those not meeting the standard (level 1), their percentages were 57% and 24% respectively, which is 33% more SD students at level 1 than non-SD students. There is a need to support SD students to increase level 3 and 4 performance and decrease the percentage of students scoring at level 1.

This year we noted how EL students were performing on SBA to ensure we are supporting their growth in not only English Language Development by monitoring ELPAC but their progress towards English Language Arts standards as well. In 21-22, EL students that scored Levels 3 & 4 combined in ELA was 11% and Level 1 was 58%. In 22-23 the EL students scoring Levels 3 & 4 combined increased to 20% and Level 1 decreased to 47%. However, in 22-23 Levels 3 & 4 combined in ELA for non-EL students was 54% (24% higher than ELs), and Level 1 decreased to 21% (26% lower than ELs). Therefore, there is a need to specifically target support for EL students' progress on the SBA in English Language Arts in addition to ELPAC progress.

Comparison of Domains EL Students (K-5)								
Performance Level	**Listening**		**Speaking**		**Reading**		**Writing**	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Well-Developed	26%	26%	29%	48%	4%	7%	12%	19%
% Change	**0%**		**↑19%**		**↑3%**		**↑7%**	
Somewhat/Moderate	66%	64%	59%	41%	58%	63%	63%	58%
% Change	**↓2%**		**↓18%**		**↑5%**		**↓5%**	
Beginning	8%	10%	12%	12%	38%	31%	25%	23%
% Change	**↑2%**		**0%**		**↓7%**		**↓2%**	

2022-23 Diagnostic: i-Ready Reading						
Trimester	Grade Levels	% Mid or Above Grade Level	% Early on Grade Level	% 1 Grade Level Below	% 2 Grade Levels Below	**% 3 Grade Levels Below**
Fall	Grade K	2%	20%	79%	0%	0%
Spring		41%	37%	23%	0%	0%
% Change in K		**↑39%**	**↑17%**	**↓56%**	**0%**	**0%**
Fall	Grade 1	9%	6%	72%	13%	0%
Spring		44%	10%	45%	1%	0%
% Change in 1st		**↑35%**	**↑4%**	**↓27%**	**↓12%**	**0%**
Fall	Grade 2	5%	17%	39%	39%	0%
Spring		28%	19%	27%	25%	0%
% Change in 2nd		**↑23%**	**↑2%**	**↓12%**	**↓14%**	**0%**
Fall	Grade 3	11%	23%	25%	32%	9%
Spring		28%	30%	19%	18%	5%
% Change in 3rd		**↑17%**	**↑7%**	**↓6%**	**↓14%**	**↓4%**
Fall	Grade 4	11%	11%	51%	12%	15%
Spring		16%	15%	49%	5%	16%
% Change in 4th		**↑5%**	**↑4%**	**↓2%**	**↓7%**	**↑1%**
Fall	Grade 5	9%	18%	32%	33%	8%
Spring		20%	19%	33%	23%	5%
% Change in 5th		**↑11%**	**↑1%**	**↑1%**	**↓10%**	**↓3%**

21-22 & 22-23 SBA ELA					
Test Year	Grade	Level 4	Level 3	Level 2	Level 1
21-22	3rd-5th (314)	25%	48%	23%	21%	52%	31%
22-23	3rd-5th (295)	20%	48%	28%	26%	52%	26%
21-22	Grade 3	31%	50%	19%	26%	48%	25%
22-23	Grade 3	29%	51%	22%	20%	49%	29%
21-22	Grade 4	25%	46%	21%	19%	54%	35%
22-23	Grade 4	16%	46%	30%	24%	54%	30%
21-22	Grade 5	17%	49%	32%	18%	51%	33%
22-23	Grade 5	17%	47%	30%	32%	53%	21%



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	Baseline/Actual Outcome 2022-23	2023-24 Expected Outcome:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELPAC Overall Performance Level 4: 12% Level 3: 43% Level 2: 30% Level 1: 14%	The percentage of students scoring at Level 4 will increase by 2%. The percentage of students scoring at Level 1 will decrease by 2%.
District Adopted Diagnostic Assessment i-Ready	Baseline/ Actual Outcome 2022-23 Spring i-Ready ELA (% of students) Scores: At or Above / 1 Grade Below / 2 Grades Below / 3 Grades Below Grade K: 77% / 23% / 0% / 0% Grade 1: 54% / 45% / 1% / 0% Grade 2: 47% / 27% / 25% / 0% Grade 3: 58% / 19% / 18% / 5% Grade 4: 31% / 49% / 5% / 16% Grade 5: 49% / 33% / 23% / 5%	2023-24 End of Year Expected Outcome: Each grade increases the percentage of students at or above grade level by 10%. Each grade decreases the percentage of students two or more grade levels below by 5%
Smarter Balance Assessment Grades 3-5	Baseline/Actual Outcome 2022-23 SBA Performance Levels Grades 3-5 Level 4: 20% Level 3: 28% Level 2: 26% Level 1: 26%	Expected Outcome 2023-24 SBA Performance Levels Grades 3-5 Increase the percentage of students meeting (level 3) and exceeding (level 4) by 2% combined. Decrease the percentage of students not meeting the standard (level 1) by 2%.
Smarter Balance Assessment Grades 3-5 SD Students	Baseline/Actual Outcome 2022-23 SBA Performance Levels SD Students Grades 3-5 Level 4 0%	Expected Outcome 2023-24 SBA Performance Levels Grades 3-5 Increase the percentage of students meeting (level 3) and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 3 14% Level 2 29% Level 1 57%	exceeding (level 4) by 2% combined. Decrease the percentage of students not meeting the standard (level 1) by 2%.
Smarter Balance Assessment Grades 3-5 EL Students	Baseline/Actual Outcome 2022-23 SBA Performance Levels EL Students Grades 3-5 Level 4 3% Level 3 17% Level 2 33% Level 1 47%	Expected Outcome 2023-24 SBA Performance Levels Grades 3-5 Increase the percentage of students meeting (level 3) and exceeding (level 4) by 2% combined. Decrease the percentage of students not meeting the standard (level 1) by 2%.

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, English Learners, and Students with Disabilities. (ATSI)

Strategy/Activity

Fund Teacher on Special Assignment (TOSA) position to support all academic programs. The TOSA's duties align to the LCAP goals as follows:
1. Develop a College and Career Culture
2. Support High-Quality Teaching and Learning with State Standards
3. Create a Positive School Climate and Environments Conducive to Learning

The TOSA duties are as follows:

- oversee the Multi-Tiered System of Support (MTSS) which identifies and supports the instructional needs of students and communicates student progress to parents.
- provide intervention support to struggling students identified through i-Ready as needing Tier 2 & 3 intervention in addition to the regular classroom teacher's Tier 2 small group support.
- serve as the Administrative Designee for IEP meetings.
- support with monitoring student attendance and meeting with parents for ACT, SART, and SARB meetings to decrease chronic absenteeism of Students with Disabilities and African American students to increase student academic performance in English Language Arts.

- collaborate with the Resource Specialist to accommodate and differentiate support for students with disabilities through the use of the newly district-adopted SIPPS program for reading.
- collaborate with general education teachers on ways to differentiate instruction to meet students' learning needs including EL and SD students.
- support with coordinating site summative testing for ELPAC and SBA.
- support the NDAs and the PlayWorks program to create and maintain a positive/safe school culture so students enjoy coming to school, increase academic performance, and decrease chronic absenteeism.
- support with AVID implementation.

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)
183,707	LCAP LCAP ACADEMIC 1.43

Strategy/Activity 2

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

All Students and English Learners

Strategy/Activity

Fund the English Language Arts (ELA) coach position to support the English Language Arts program. The ELA coach's duties align to the LCAP goals as follows:
1. Develop a College and Career Culture
2. Support High-Quality Teaching and Learning with State Standards
3. Create a Positive School Climate and Environments Conducive to Learning
4. Develop Parent and Community Partnerships

The ELA Coach's duties are as follows:
- support the school's implementation of Common Core Standards in all grade levels through the lens of language and the use of AVID.
- collaborate with TOSA to identify students who consistently struggle with foundational reading skills and provide direct intervention support through the SIPPS program.
- support with the Multi-Tiered System of Support (MTSS) in and outside of the classroom.
- monitor student progress in i-Ready to support teachers in analyzing the data and using it to improve student performance.
- support with the implementation of state testing for SBA and ELPAC.
- collaborate with teachers to provide training and/or resources that support differentiated instruction for advanced & EL students in reading and writing, AVID, and ways to incorporate more opportunities for EL learners to engage in collaborative conversations across curricular subjects.
- support teachers in the classroom through ongoing collaboration, lesson planning, lesson observations, modeling, co-teaching, and data analysis.

- provide professional development in ELA and AVID to support the instructional program.
- collaborate with EL parents to help them understand the significance of the ELPAC assessment and strategies to improve performance.
- provide parent engagement opportunities to help parents understand their child's progress and strategies for improvement in Language Arts, ELD, and GATE.
- work closely with the librarian to monitor independent reading progress through the AR program.
- monitor and track AR and i-Ready goals to provide reading incentives for students.

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

Amount(s)	Source(s)
160,950	LCAP LCAP ACADEMIC 1.43

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

Renew Accelerated Reader license to promote independent reading in K-5.

This strategy aligns to the LCAP goals as follows:
1. Develop a College and Career Culture
2. Create Positive School Climate and Environments Conducive to Learning

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

Amount(s)	Source(s)
7,380	Title I

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

Fund teachers' extra hours for after school academic interventions and/or additional collaboration time.
This strategy aligns to the LCAP goal as follows:
1. Support High Quality Teaching and Learning

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

Amount(s)	Source(s)
3,000	Title I Academic Intervention 1.4B -Collaboration Time #11695 –

Strategy/Activity 5

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

All Students, English Learners, and Students with Disabilities. (ATSI)

Strategy/Activity

Fund a tutor to support English Language Arts instruction for struggling students, SD, and EL students during the school day and after school with the support of and with lessons and strategies provided by the Instructional Coaches and TOSA.

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

Amount(s)	Source(s)
10,000	LCAP LCAP ACADEMIC 1.43

Strategy/Activity 6

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

All Students, including English Learners and Students with Disabilities. (ATSI)

Strategy/Activity

Purchase additional instructional materials, library books, manipulatives, and AVID resources.

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

Annual Review

SPSA Year Reviewed: 2022-23

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.

Actual
Level 4: increased 5%
Level 3: increased 6%
Level 2: increased 9%
Level 1: No Change

Expected
Level 4: increase by at least 1%
Level 3: increase by at least 1%
Level 2: decrease by 1%
Level 1: decrease by 1%

Based on the 2022-23 ELPAC results, The data reflects student performance towards language proficiency exceeded the expected outcome by 4% more students achieving a score of level 4 and 5% more students achieving a score of level 3. However, the percentage of students scoring at level 1 did not change; therefore, there is a need to strategically support EL students in language acquisition to improve in reading, writing, speaking, and overall performance level.

i-Ready
Teachers supported student growth by monitoring their performance on the differentiated tasks they completed in the program and interceded when student data reflected the student required support to move on. Teachers were also trained on how to use i-Ready data to identify small groups to support during instructional time to improve student performance. The Math Coach and TOSA used i-Ready data to support Tier 2 & 3 interventions outside the classroom in trimesters 1 and 2 and then with the support of instructional assistants in trimester 3. However, with 46% in 1st grade, 52% in 2nd grade, 42% in 3rd grade, 70% in 4th grade, and 61% in 5th grade students performing 1 or more grade levels below, there is a need to continue to address this need.

Smarter Balanced Assessment (% of students):
Grades 3-5

2021-22 Baseline
Level 4: 25%
Level 3: 23%
Level 2: 21%
Level 1: 31%

2021-22 Actual Outcome
Level 4: 20%
Level 3: 28%
Level 2: 26%
Level 1: 26%

Expected Outcome
2022-23 SBA Performance Levels
Grades 3-5
Level 4 30%
Level 3 28%
Level 2 Decrease 2%
Level 1 Decrease 2%

The outcomes reflected that expected outcomes were not all achieved. Level 4 decreased by 5% instead of increasing 5%. The expected outcome for level 3 was achieved with a 5% increase from 23% in 21-22 to 28% in 22-23. Level 1 and 2 goals to decrease the percentage by 2% were achieved with Level 1 & 2 both decreasing by 5%. The data reflects the strategies have had some positive impact on student proficiency by increasing the percentage of students at level 3 and decreasing levels 1 and 2. The strategies will be continued in an effort to increase the percentage of students performing at level 4, a continued increase of students at level 3, and a decrease of the percentage of students at levels 1 and 2.

SD students' SBA scores highlight a need to address the lack of students at level 4 (exceeding 0%) and the high percentage of students at level 1 (not meeting the standard of 57%).

EL students' SBA scores highlight a need to address the high number of students at level 1 (standard not met 47%) compared to non-EL students at level 1 (standard not met 21%), a 26% difference.

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

Strategy 4 was not implemented fully because the position of the ELA Coach was not filled for the entire year and the hiring of a tutor to support with interventions didn't take place until end of February, beginning of March. That meant that only one trimester of tutoring was offered. Both positions were not filled due to a lack of qualified applicants to fill both positions. The School Site Council voted to change the ELA Coach funded under Title 1 to have the funding switched with the ELA Coach that was funded under LCAP since the Math Coach position was filled but the ELA was not. They voted to pass the change and ELA Coach funding was changed to LCAP for Strategy/Activity 2 and the Math Coach's position was changed to Title 1.

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.

The goal was changed to include Students with Disabilities (SD).

An additional metric/indicator was added to monitor the growth of SD student performance on the SBA in the 2023-24 school year as the school is now an ATSI school for the low performance of students with disabilities in ELA, based on SBA data.

An additional metric/indicator was added to monitor the growth of EL student performance on the SBA in the 2023-24 school year to give additional data on the progress of EL students overall.

Strategies/Activities 1, 5, and 6 will now include targeting Students with Disabilities to support their academic growth.

Strategy/Activity 5 will now include AVID resources.

Strategy/Activity 1 now includes the TOSA collaborating with the Resource Specialist to accommodate and differentiate support for students with disabilities through the use of the newly district-adopted SIPPS program for reading. The TOSA will also support monitoring student attendance and meeting with parents for ACT, SART, and SARB meetings to decrease chronic absenteeism of Students with Disabilities and African American students to increase student academic performance in English Language Arts. Finally, the TOSA will support the NDAs and the PlayWorks program to create and maintain a positive/safe school culture so students enjoy coming to school, increase academic performance, and decrease chronic absenteeism among SD and African American students.

Strategy/activity 2 was changed to include the ELA Coach to support MTSS and provide intervention to struggling students with the SIPPS program. Monitoring student progress in i-Ready to support teachers in analyzing the data and using it to improve student performance with an emphasis on SD and EL Students. Supporting teachers to differentiate and incorporate more opportunities for EL learners to engage in collaborative conversations across curricular subjects was added. In addition, providing professional development for AVID to support the instructional program was added.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics & Science

LEA/LCAP Goal

Support High-Quality Teaching and Learning with State Standards

Goal 2

Increase school-wide achievement in mathematics for all students, including Students with Disabilities and English Learners. (ATSI)

Identified Need

2022-23 Smarter Balance Assessment (SBA) – Mathematics
Total = 300 students

	Level 4	Level 3	Level 2	Level 1
All Grade Levels	17%	24%	35%	24%
Grade 3	26%	29%	28%	17%
Grade 4	17%	19%	40%	24%
Grade 5	11%	23%	36%	30%

- The level 4 scores in 4th and 5th grade continue to reflect percentages that decrease as students progress from 3rd to 5th grade, while the level 1 scores increase. This demonstrates a need for continued support.

- When Students with Disabilities are compared to students who are not SD, a 14% higher number of SD students at level 1 was noted as an area to address. While 42% of students who are not SD are meeting or exceeding expectations, that is more than double the SD population (15%) meeting or exceeding the standards. There is a need to decrease the number of SD students at level 1 and increase SD students scoring at levels 3 and 4. Students with Disabilities performed the lowest and were very low at 97.7 points below standard on the 2022 Dashboard.

- EL students are somewhat equivalent scoring in mathematics to the non-EL students. There is a 7% difference between the number of EL and non-EL students scoring level 1 and a 4% difference between those scoring level 3 and 4 combined. However, 56% of EL students are at level 1, demonstrating a need to support EL students in decreasing level 1 performance.

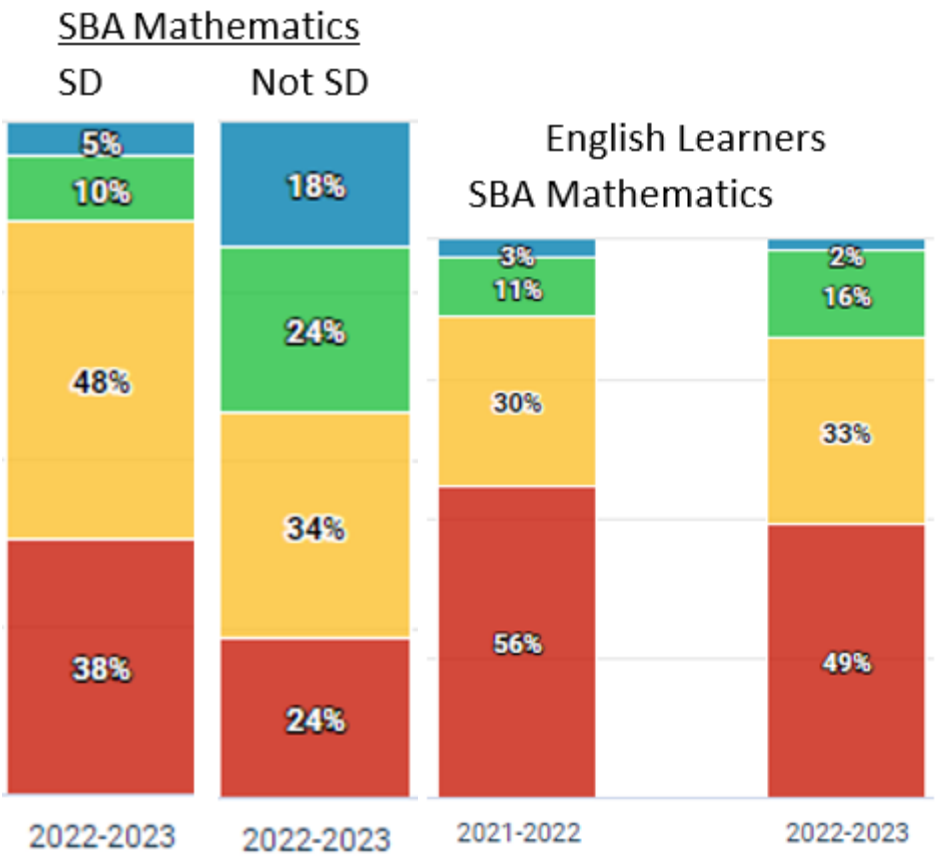
i-Ready Data:

- New diagnostic assessment that reflects students' level of performance on grade-level mathematics standards K-5.
- The fall diagnostic data in mathematics reflects a need to support student growth to decrease the large percentage of students working 1-grade level below and increase the percentage, at or above grade level by the end of the 2022-23 school year.

- All grade levels exceeded the goal to increase the percentage of students at or above grade level by 10% and decrease the percentage of students 1 or more grade level below by 2%.
- There is a need to continue intervening through the use of i-Ready data because only Kindergarten had more than half fo the students at the grade level performing at or above grade level with 59%. In grades 1st through 5th, each grade level had less than 50% of students at or above grade level.

21-22 & 22-23 SBA Math							
Test Year	Grade Levels	Level 4		Level 3	Level 2		Level 1
21-22	3rd-5th (314)	13%	38%	25%	34%	62%	28%
22-23	3rd-5th (300)	17%	41%	24%	35%	59%	24%
21-22	Grade 3	28%	61%	33%	18%	39%	21%
22-23		26%	55%	29%	28%	45%	17%
21-22	Grade 4	8%	32%	24%	41%	68%	27%
22-23		17%	36%	19%	40%	64%	24%
21-22	Grade 5	8%	25%	17%	39%	75%	36%
22-23		11%	34%	23%	36%	66%	30%

2022-23 Diagnostic: i-Math						
Trimester	Grade Levels	% Mid or Above Grade Level	% Early on Grade Level	% 1 Grade Level Below	% 2 Grade Levels Below	**% 3 Grade Levels Below**
Fall	Grade K	7%	7%	87%	0%	0%
Spring		39%	20%	41%	0%	0%
% Change in K		**↑32 %**	**↑13%**	**↓46%**	**0%**	**0%**
Fall	Grade 1	5%	3%	78%	14%	0%
Spring		25%	22%	52%	2%	0%
% Change in 1st		**↑20%**	**↑19%**	**↓26%**	**↓12%**	**0%**
Fall	Grade 2	3%	3%	47%	48%	0%
Spring		8%	19%	55%	18%	0%
% Change in 2nd		**↑ 5%**	**↑16%**	**↑8%**	**↓30%**	**0%**
Fall	Grade 3	0%	3%	43%	39%	15%
Spring		14%	26%	46%	10%	4%
% Change in 3rd		**↑ 14%**	**↑23%**	**↑3%**	**↓29%**	**0%**
Fall	Grade 4	3%	9%	56%	18%	14%
Spring		10%	27%	40%	10%	12%
% Change in 4th		**↑7 %**	**↑18%**	**↓16%**	**↓8%**	**↓2%**
Fall	Grade 5	3%	11%	47%	17%	21%
Spring		16%	25%	42%	12%	6%
% Change in 5th		**↑ 13%**	**↑14%**	**↓5%**	**↓5%**	**↓15%**



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Summative Data Grades 3-5	Baseline/Actual Outcome 2022-23 SBAC Performance Levels Grades 3-5 Level 4 17% Level 3 24% Level 2 35% Level 1 24%	Expected Outcome 2023-24 SBA Performance Levels Grades 3-5 Increase the percentage of students meeting (level 3) and exceeding (level 4) by 2% combined. Decrease the percentage of students not meeting the standard (level 1) by 2%.
SBAC Summative Data SD Grades 3-5	Baseline/Actual Outcome 2022-23 SBAC Performance Levels SD Grades 3-5 Level 4 5% Level 3 10% Level 2 48% Level 1 38%	Expected Outcome 2023-24 SBA Performance Levels Grades 3-5 Increase the percentage of students meeting (level 3) and exceeding (level 4) by 2% combined. Decrease the percentage of students not meeting the standard (level 1) by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Summative Data EL Grades 3-5	Baseline/Actual Outcome 2022-23 SBAC Performance Levels EL Grades 3-5 Level 4 2% Level 3 16% Level 2 33% Level 1 49%	Expected Outcome 2023-24 SBA Performance Levels Grades 3-5 Increase the percentage of students meeting (level 3) and exceeding (level 4) by 2% combined. Decrease the percentage of students not meeting the standard (level 1) by 2%.
District Diagnostic Assessment	Baseline/ Actual Outcome 2022-23 Spring i-Ready Mathematics (% of students) Scores: At or Above / 1 Grade Below / 2 Grades Below / 3 Grades Below Grade K: 59% / 41% / 0% / 0% Grade 1: 47% / 52% / 2% / 0% Grade 2: 27% / 55% / 18% / 0% Grade 3: 40% / 46% / 10% / 14% Grade 4: 37% / 40% / 10% / 12% Grade 5: 41% / 42% / 12% / 6%	2023-24 End of Year Expected Outcome: Each grade increases the percentage of students at or above grade level by 10%. Each grade decreases the percentage of students two or more grade levels below by 5%

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 and English Learners and Students with Disabilities (ATSI)

Strategy/Activity

Fund the Math Coach position to support the math and science program.

The math coach's duties align with the LCAP goals as follows:
1. Develop a College and Career Culture
2. Support High-Quality Teaching and Learning with State Standards
3. Create a Positive School Climate and Environments Conducive to Learning
4. Develop Parent and Community Partnerships

The Math Coach's duties are as follows:

- support school implementation of Common Core Standards, Cognitively Guided Instruction (CGI)of math, and AVID strategies in all grade levels to improve tier 1 instruction and student performance.
- support with the Multi-Tiered System of Support (MTSS) in and outside of the classroom.
- support monitoring i-Ready data and using it to help teachers identify ways to differentiate and support student growth in mathematics concepts.
- collaborate with teachers to provide training and resources that support differentiated instruction for advanced & EL students in mathematics and ways to incorporate more opportunities for EL learners to engage in collaborative conversations during mathematics instruction.
- collaborate with teachers to identify students who consistently struggle with mathematical content and provide additional resources and strategies to address the needs of Students with Disabilities and English Learners.
- provide professional development support for district initiatives such as CGI, math inquiry, and AVID to differentiate instruction for SD and EL students as well as struggling students in general.
- support teachers in the classroom through ongoing collaboration, lesson planning, lesson observations, modeling, co-teaching, and data analysis
- create schoolwide resources for teachers, students, and parents to help cultivate a positive culture to support students wanting to come to school, decrease chronic absenteeism among Students with Disabilities and African American students, and increase their performance in mathematics.
- support the school's implementation of the new science program
- provide parent engagement opportunities to help parents understand their child's progress and strategies for improvement.
- provide incentives for students in i-Ready to make their growth and stretch goals.
- support the math intervention teacher with training around CGI to implement tier 2 and 3 support for 3rd, 4th, and 5th-grade students and the Resources Specialist working with Students with Disabilities.

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)
151,413	Title I

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

Purchase additional mathematics and science instructional materials, manipulatives, and resources to support cross-curricular, real-life experiences that reinforce mathematical concepts and improve the performance of all students, including Students with Disabilities. Purchase mathematics resources and materials to support the 4th and 5th grade Math Intervention Teacher with students targeted for intervention in Numbers and Operations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	LCAP LCAP ACADEMIC 1.43B
8,000	LCAP 4000-4999: Books And Supplies Object Code 4310 Replenish Twig Science Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, EL Learners, and Students with Disabilities (ATSI)

Strategy/Activity

Fund a tutor to support mathematics instruction for struggling, EL, and SD students during the school day and after school, with lessons and strategies provided by the Math Coach and Math Intervention Teacher to improve overall mathematics performance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

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.

Smarter Balanced Assessment (% of students):
Grades 3-5

2021-22 Baseline
Level 4: 13%
Level 3: 25%
Level 2: 34%
Level 1: 28%

2022-23 Actual Outcome
Level 4 17%
Level 3 24%
Level 2 35%
Level 1 24%

2022-23 Expected Outcome
Level 4 5% increase
Level 3 10% increase
Level 2 Decrease %
Level 1 Decrease %

- 41% of students overall met (Level 3) or exceeded (Level 4) proficiency in ELA. The previous year, 38% of students met or exceeded in Mathematics. Although the overall performance increased, there is a need to continue supporting Mathematics instruction and decrease the number of students in levels 1 & 2. There was a decrease from 21-22 to 22-23 by 3% (levels 1 and 2 combined in 21-22 had 62% and in 22-23 decreased to 59%).

- There was a decrease in the percentage of students at level 1 (standard not met) in 4th (decrease of 4%) and 5th grade (a 9% decrease) while 3rd grade increased by 6%. A 4% and 9% increase was reflected in the number of students meeting or exceeding respectively in 4th and 5th grades, while 3rd grade decreased by 6%. The 3rd-grade students who will be moving to the 4th grade for the 2023-24 school year will need additional support.

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

Strategy 4 was not implemented fully because the hiring of a tutor to support interventions didn't take place until the end of February, or the beginning of March. That meant that only one trimester of tutoring was offered. The position was not filled due to a lack of qualified applicants to fill it.

On April 18, 2023, the School Site Council voted to change the ELA Coach funded under Title 1 with the Math Coach that was funded under LCAP since the Math Coach position was filled but the ELA was not. They voted to pass the change and for Strategy/Activity 1 the Math Coach's position was changed to be funded under Title 1,

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 2 was adjusted to include Students with Disabilities and English Learners. This was done because Lincoln is an ATSI school and needs to improve SD students' performance in mathematics, and we want to expand the base to monitor the growth of our EL students as well.

Strategy/Activity 1 was changed to include the Math Coach providing additional resources and strategies to address the needs of Students with Disabilities and English Learners. Cognitively Guided Instruction (CGI) of math and AVID strategies in all grade levels to improve tier 1 instruction and student performance was added for the Math Coach to support. For professional development, AVID to differentiate instruction for SD and EL students as well as struggling students, in general, was added to the specification so the Math Coach duties. In addition, a new duty is to support monitoring i-Ready data and using it to help teachers identify ways to differentiate and support student growth in mathematics concepts. Supporting with the Multi-Tiered System of Support (MTSS) in and outside of the classroom was added as well as collaboration with teachers to provide training and/or resources that support differentiated instruction for advanced & EL students to incorporate more opportunities to engage in collaborative conversations during mathematics instruction. Decreasing chronic absenteeism among Students with Disabilities and African American students, and increasing their performance in mathematics was also added. Parent engagement opportunities and incentives for students in i-Ready to make their growth and stretch goals were both added.

Strategy 2 was changed to include Students with Disabilities as a subgroup we will target and purchase mathematics resources and materials to support the 4th and 5th grade Math Intervention Teacher with students targeted for intervention in Numbers and Operations. This will support our ATSI plan to address SD and the new intervention program to increase performance in 4th and 5th grade.

Strategy 3 to fund Pear Deck will not be included for the 2023-24 school year due to the lack of use by classroom teachers. Strategy 3 will now be funding a tutor to support instruction and Strategy 4 will be eliminated.

Metric/Indicator changes were made to include data for Students with Disabilities to address the ATSI for SD performance in mathematics. We will now specifically monitor the progress of our SD population and target their needs in the classroom and through additional support. Additionally, EL students were also added as a subgroup to monitor and ensure we are addressing their needs in mathematics. This was identified during ELAC meetings and through data as a need.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Civil

LEA/LCAP Goal

Create Positive School Climate and Environments Conducive to Learning
Develop a College and Career Culture

Goal 3

Maintain a safe and orderly learning environment, support student social-emotional growth, and decrease chronic absences.

Identified Need

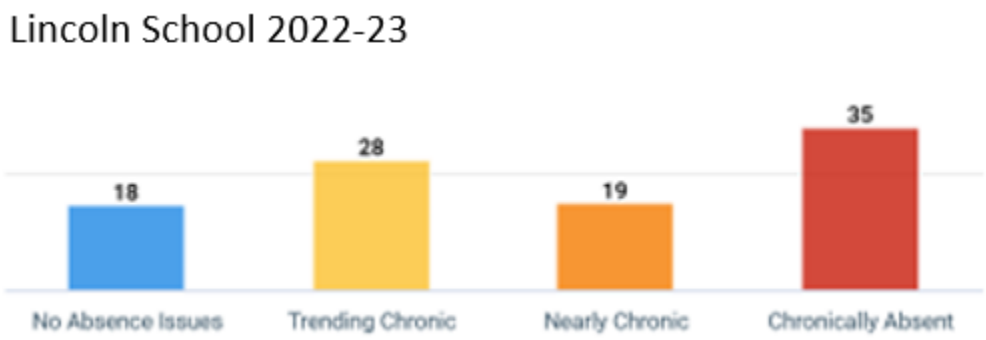
In the 2022-23 school year, the School Attendance Review Team (SART), held meetings with parents and sent letters to let parents know when they have reached levels of absences that were a concern. At the SART meetings, we worked to intervene and support families by improving attendance and decreasing chronic absenteeism. Parents shared during those meetings that they were unaware of the steps they needed to follow to support a good attendance record at school. They need more opportunities to learn about attendance expectations and ways to build strong communication with the school to help guide them with issues that arise. Chronic absenteeism decreased from 45% in 21-22 to 35% in 22-23 but it continues to be an area of need. Additionally, Lincoln is participating in the ATSI program due to the chronic absenteeism of Students with Disabilities (SD) and African-American students. There is a need to address a plan of action to decrease the chronic absenteeism for those two student groups as well. Data reflected 35% of the entire population is chronically absent but 41% of SD and 48% of African American students are chronically absent.

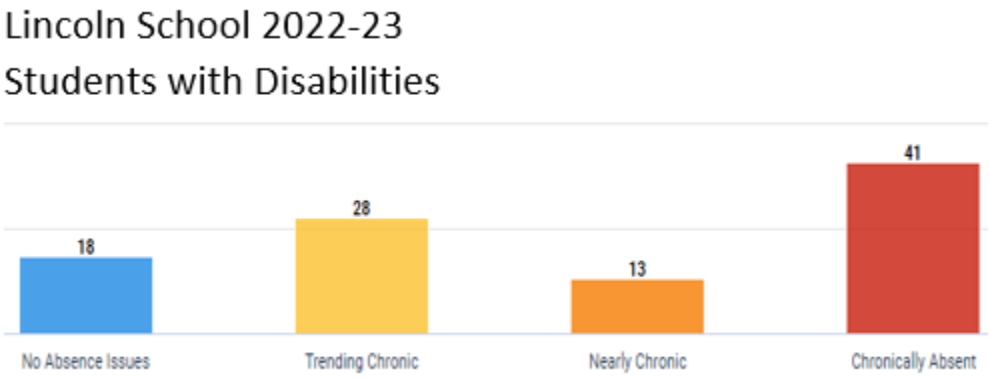
Through Leadership and staff meetings in the 2022-23 school year, it was established more students are struggling to conform to the behaviors and expectations that a positive school setting requires. There was a need to teach the behaviors and support the social-emotional health of students. Staff agreed there needed to be a concerted effort to teach and reinforce learning the appropriate behaviors in a school setting. Daily SEL lessons were provided to teachers by the School Counselor and teachers taught the lessons for 10-15 minutes daily. During staff meetings, teachers shared that students learn a common language for appropriate choices and behaviors through the SEL lessons. To continue to work with students, the School Counselor will use the Second Step Program to push into classrooms weekly and deliver 30-minute lessons.

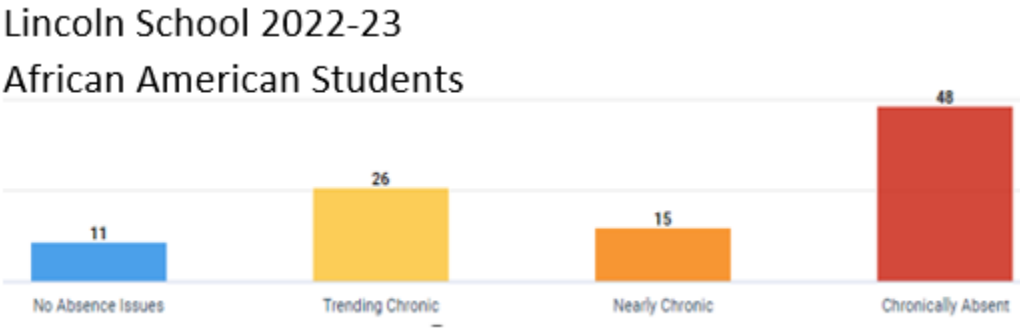
Counseling Team Meetings in August 2023 with the School Counselor and Social Worker is where the schedule for the 2nd Step Program rollout was addressed. Due to the 4th and 5th-grade intervention program starting in the 23-24 school year, it was determined that the School Counselor would push into rotation time to deliver the lesson to ensure students being pulled out for intervention would not miss the lessons. A cycle of 3rd-5th grade classes participating in lessons from September to January and K-2nd participating from February to May. The Counseling Team also worked with students with disabilities to build strong relationships with their parents so we could offer support with the social-emotional issues that led to them not wanting to come to school. Through those relationships, it was found there was a need to continue to reach out to parents when

students were chronically absent and speak to the parents to find out what was keeping them home and supporting them when there was a need for resources to support the family or student. (ATSI)

The parent survey sent out to parents at the beginning of the 23-24 school year revealed that 58.5% of parents wanted the topics of understanding their child's social-emotional health offered through the school.







Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Status All Students	2022-23 Baseline 35% of students missed 10% of the instructional year in 2022-23	2023-24 5% decrease in the number of students with chronic absences (missing 10% of the instructional year)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Status Report: Students with Disabilities	2022-23 Baseline 41% of students missed 10% of the instructional year in 2022-23	2023-24 5% decrease in the number of students with chronic absences (missing 10% of the instructional year)
Chronic Absence Status Report: African American Students	2022-23 Baseline 48% of students missed 10% of the instructional year in 2022-23	2023-24 5% decrease in the number of students with chronic absences (missing 10% of the instructional year)

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 with a focus on Students with Disabilities and African American students. (ATSI)

Strategy/Activity

Hold parent meetings and fund vetted training or speakers that can support outlining the importance of attendance and offer support with issues that may be causing chronic absences. Improve technology systems for student assemblies and parent meetings to increase attendance and decrease chronic absenteeism. (ATSI)

This strategy aligns with the LCAP goal as follows:
1. Develop a College and Career Culture
2. Create a Positive School Climate and Environments Conducive to Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,748	Title I
12,252	LCAP Parent and Community Partnerships

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

Fund a college intern to support with attendance concerns of Students with Disabilities and African American students, college, and career readiness, and social-emotional health under the supervision of the School Counselor. (ATSI)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCAP Positive School Climate and Environments Conducive to Learning (Safe & Civil)

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

Purchase supplies, materials, and resources that support social-emotional health learning and instruction. The school will provide assemblies or opportunities for students that support social-emotional health learning and reinforce a positive school culture. Ten to fifteen-minute daily lessons will be provided by the School Counselor to classroom teachers to teach and support SEL in their daily instruction. Lessons will be provided by the School Counselor to build students' problem-solving skills when conflict arises and teach them how to treat each other by reflecting on the components of Lincoln PRIDE (Positive Attitude, Respect, Integrity, Determination, and Enthusiasm for learning).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCAP Positive School Climate and Environments Conducive to Learning

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

Purchase furniture, supplies, and sensory items for the school "Calm Room" that will be used for counseling, social-emotional support groups, and a place for students to utilize throughout the day. Additional sensory items will be purchased for Students with Disabilities to utilize as needed. (ATSI)

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

Amount(s)	Source(s)
20,000	LCAP Positive School Climate and Environments Conducive to Learning

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

Pay additional hours to a Noon Duty Aide to support with implementing the Play Works Program. This will allow for someone to be responsible for the 4th grade students being trained as Junior Coaches in the 23-24 school year to continue with the same leader in the 24-25 school year and learn how to ensure the program is implemented properly in the 24-25 school year when the current Play Works Lead will only be on campus once a month.

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

Amount(s)	Source(s)
7,326	LCAP Safe and Civil

Annual Review

SPSA Year Reviewed: 2022-23

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.

Absence data reflects that 35% of students at Lincoln were considered chronically absent (missing 10% of the instructional year) in 2022-23. Additionally, 41% of SD and 48% of African-American students are chronically absent. We need to increase attendance to support their academic performance as it is also identified as a need among SD students in ELA and Math. There is a need to continue to work with families to address chronic absences to support students being in school daily as often as possible to address the academic opportunities for all students.

Research shows, that when students enjoy coming to school and have strong social-emotional skills, their attendance increases. There is a need to continue the development of social-emotional skills and develop a school culture students want to be a member of.

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

The Data Technician is no longer funded through the school budget. The district made the change at the end of the 22-23 school year so we no longer need to fund that position. The intern was funded for the full year but due to a lack of viable candidates to fill the position, the intern was not hired until March of 2023 so the full funding was not used.

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.

The Strategy/Activity 1 for the Data Tech position no longer needs to be funded by the school so the other strategies were moved up and a new 5th Strategy/Activity was added.
Strategy/Activity 1 is now the previous Strategy/Activity 2 and it was changed to include funding vetted training or speakers from the community.
Strategy/Activity 2 has been augmented to take away delivering SEL lessons and include a focus on SD and African-American students.
Strategy/Activity 5 now focuses on funding Noon Duty Aides to support the structured recess program the district has brought to the school, Play Works.
A Metric/Indicator was added for SD and one for African American students in the 2023-24 school year to monitor and support them with decreasing chronic absenteeism in the two groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement and Support

LEA/LCAP Goal

Develop Parent and Community Partnerships
Develop a College and Career Culture
Supports for Social-Emotional Learning and Behavior

Goal 4

Provide opportunities for parents to participate in workshops or meetings related to supporting academics, a college-going culture, social-emotional health, supporting English Language Learners, and helping parents understand why attendance matters. (ATSI)

Identified Need

2022-23 Title 1 Parent Survey Results for Lincoln (44.5% return rate; 249 respondents)
Question/Results Below 90%

Question 1: This school offers training and workshops that I can use to help my child's learning (22-23 89.6%)
Question 3: I am a valued and contributing member of my child's IEP (Individualized Education Plan. (22-23 88%)

Overall, there was an improvement in the number of respondents that strongly agreed and agreed 90% of the time or higher on all the questions except the question that asked parents, "This school offers training and workshops that I can use to help my child's learning. I am a valued and contributing member of my child's IEP." Respectively, 89.6% and 88% of parents responded they strongly agree or agree. We will continue to address this concern throughout the 23-24 school year via parent surveys and posting the results of the surveys. The first parent survey was completed in September 2023.

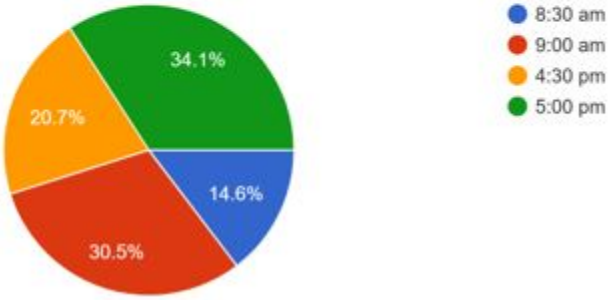
Based on the data from the 2023 Parent Survey and informal input from the SSC and ELAC there continues to be a need to support parents with developing skills and strategies to help their children at home with academics. The SSC determined it was necessary to continue having the instructional team provide workshops for parents to support their children's growth.

District Title 1 Parent Survey	**Question** #3 This school actively seeks input from parents before making important decisions.	**Question** #7 This school offers training and workshops that I can use to help my child's learning.	**Question** #12 I understand which high school courses my child needs to take to get into a 4-year college.	**Question** #13 My child is challenged academically in his/her school.	**Question** #18 I am a valued and contributing member in my child's IEP.
2021-22 % Strongly Agree & Agree	87.5%	88.6%	89.3%	88.3%	98%
2022-23 % Strongly Agree & Agree	90%	89.6%	91%	91%	88%

Lincoln Parent Survey August/September 2023

What time do you prefer for parent meetings/events? ¿A qué hora prefiere para las reuniones/eventos de padres?

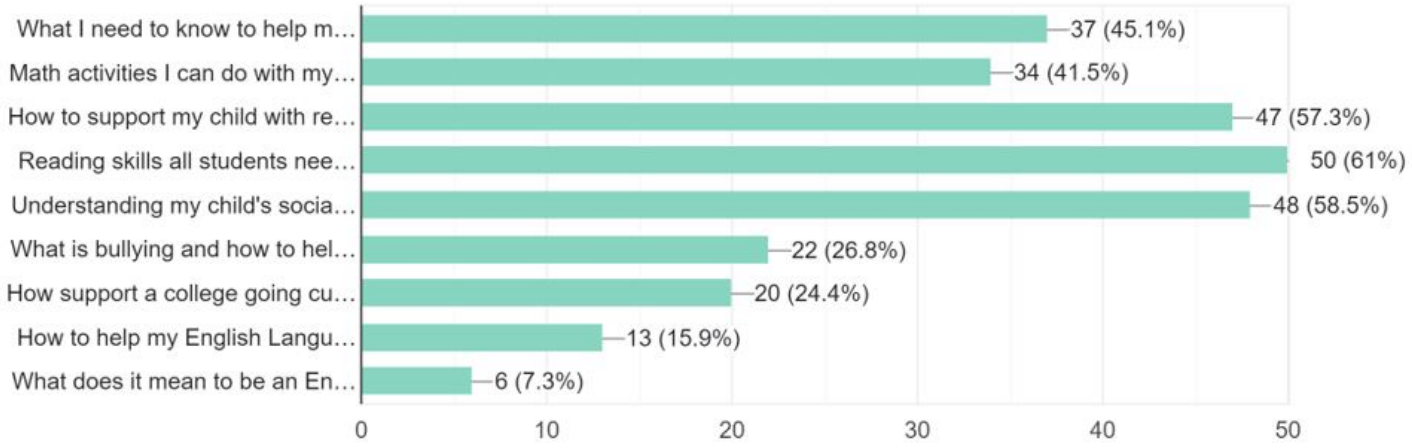
82 responses



Lincoln Parent Survey August/September 2023

Please select 3 topics you would like to see offered to parents at Lincoln in the 2023-24 school year. Seleccione 3 temas que le gustaría ver ofreci...a los padres en Lincoln en el año escolar 2023-24.

82 responses



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Title 1 Parent Survey	2022-23 Baseline Question #7 89.6% Question #18 88%	2023-24 90% of parents responding strongly agree and agree combined on each question.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent engagement opportunities will be offered to support parents in improving student achievement and how to support their children's social emotional health so they have a positive attitude towards school and learning. Parent surveys will be conducted to determine topics they would find most useful to them in supporting their children's progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I
10,012	LCAP Parent and Community Partnerships

Annual Review

SPSA Year Reviewed: 2022-23

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.

2022-23 Title 1 Parent Survey Results for Lincoln (44.5% return rate; 249 respondents)
Question/Results Below 90%

Question 7: This school offers training and workshops that I can use to help my child's learning (22-23 89.6%)
Question 18: I am a valued and contributing member of my child's IEP (Individualized Education Plan. (22-23 88%)

21-22 Question/Results Below 90%
Question #3: This school actively seeks input from parents before making important decisions (87.5%).
Question #7: This school offers training and workshops that I can use to help my child's learning (88.6%).
Question #12: I understand which high school courses my child needs to take to get into a 4-year college (89.3%).
Question # 13: My child is challenged academically in his/her school (88.3%).

Questions 3, 12, and 13 were no longer below 90% in the 2022-23 school year so the expected outcome was met. The one question that remained the same was question 7 but it did increase by 1%. However, it remains to be an area that needs to be addressed. The new question that dropped below 90% was question 18. Only 88% of parents responded strongly agree or agree.

The parent engagement strategy/activity was successful but needs to continue to address parents connecting with the training and workshops that are offered. In our parent survey in September or 2023, it was also noted by parents that the most favorable times for events are 9:00 am and 5:00 pm so we will use that information to set times that may get more parents to attend the trainings and workshops we offer. Additionally, we are working to make them virtual when they are in the morning to get a higher attendance rate. Parents choose topics they would like to be trained on and their choices will guide training throughout the 23-24 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.

The goal was fully implemented in the 2022-23 school year.

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

The goal was changed to include why attendance matters to address the needs of chronic absenteeism.
The Strategy/Activity was changed to include so they have a positive attitude towards school and learning.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$170,541.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$617,788.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$170,541.00

Subtotal of additional federal funds included for this school: $170,541.00

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

State or Local Programs	Allocation ($)
LCAP	$447,247.00

Subtotal of state or local funds included for this school: $447,247.00

Total of federal, state, and/or local funds for this school: $617,788.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCAP	447,247.00
Title I	170,541.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	439,247.00
4000-4999: Books And Supplies	LCAP	8,000.00
	Title I	170,541.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	370,037.00
Goal 2	174,413.00
Goal 3	62,326.00
Goal 4	11,012.00

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

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 11/1/23.

Attested:

Principal, Anastasia Ferrarer-Bias on 11/1/23

SSC Chairperson, Ronald Adams on 11/1/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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