School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	39685696041917	October 15, 2025	October 22, 2025

Purpose and Description

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

Schoolwide Program

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

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

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

Lincoln Elementary goals are as follows:

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

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

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

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

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

Continuous instructional support was offered and continues to be offered to teachers in the areas of science, reading, math, and ELD. Professional development is offered after school hours by the Education Services Department in Lincoln Unified School District. Our district office has a Director of Curriculum who allows for professional development to happen at the district level. At the school sites, the administrators will give feedback and instructional support through our formal observations and walk-throughs.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

We have ParentSquare to use as a mode of communication to parents. Within the school day we offer one outside counseling agency that support student SEL needs (VCCS). Donated school supplies are given to those students who might be in need of supplies. We have a few organizations that continue to make donations to support the health and physical needs (glasses, shoes, clothes) to our students.

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

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

<u>Funding</u>

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council members were pivotal in supporting the design for the school goals and writing of the School Plan for Student Achievement (SPSA). The School Site Council members were able to have a deep dive into the school data and proposed goals. The School Site Council created a fluid list of strategies to support the ongoing goals for Lincoln Elementary. ELAC parents were presented the data and plan. They had conversations and asked questions to help better understand the school plan. The PTA was given the data and were able to ask questions. They were given the proposed plan and were asked input for this current school plan. Staff members were also engaged in the process through staff meetings and through Leadership meetings and collaboration. The intention is that this process will lead to a partnership between family and school and will boost student achievement and parent education of the public school system.

Resource Inequities

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

There are no known resource inequities.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.17%	0.18%	0	1	1
African American	12.39%	11.73%	11.25%	71	70	64
Asian	5.58%	5.36%	3.87%	32	32	22
Filipino	0.7%	1.01%	0.88%	4	6	5
Hispanic/Latino	61.61%	64.82%	66.43%	353	387	378
Pacific Islander	0.35%	0.50%	0.35%	2	3	2
White	11.34%	8.88%	9.31%	65	53	53
Two or More Races	7.5%	6.70%	6.85%	43	40	39
Not Reported	0.52%	0.84%	0.88%	3	5	5
			Total Enrollment	573	597	569

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	72	72	71
Grade 1	73	72	72
Grade 2	71	70	70
Grade3	79	76	75
Grade 4	105	82	67
Grade 5	93	105	93
Grade 6	80	97	98
Total Enrollment	573	597	569

Conclusions based on this data:

1. African American and Asian have been declining over the last few years.
2. We have added two transitional kindergarten classes which have added students to our school.

3. Our Hispanic population has been steady but is a group that we need to focus on, being that it is our highest population of students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	106	115	85	18.5%	19.3%	14.9%
Fluent English Proficient (FEP)	32	23	27	5.6%	3.9%	4.7%
Reclassified Fluent English Proficient (RFEP)		9	8		92.1%	90.5%

Conclusions based on this data:

1. Reclassification numbers are not as high as they could be with the lower number of students in the program.
2. Our English Learner population has significantly declined in the past year.
3. Our reclassification number has been steady over that past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	107	80	75	107	78	75	107	78	75	100.0	97.5	100
Grade 4	94	104	88	94	104	87	94	104	87	100.0	100.0	98.9
Grade 5	92	98	105	92	95	104	92	95	104	100.0	96.9	99
Grade 6	95	79	101	95	78	99	95	78	99	100.0	98.7	98
All Grades	388	361	369	388	355	365	388	355	365	100.0	98.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2369.	2386.	2406.	10.28	17.95	26.67	15.89	14.10	13.33	20.56	28.21	18.67	53.27	39.74	41.33
Grade 4	2445.	2423.	2424.	21.28	14.42	11.49	15.96	21.15	24.14	26.60	18.27	14.94	36.17	46.15	49.43
Grade 5	2464.	2479.	2442.	8.70	13.68	12.50	23.91	27.37	11.54	28.26	24.21	28.85	39.13	34.74	47.12
Grade 6	2530.	2521.	2507.	16.84	14.10	10.10	30.53	33.33	30.30	26.32	35.90	28.28	26.32	16.67	31.31
All Grades	N/A	N/A	N/A	14.18	14.93	14.52	21.39	23.94	20.00	25.26	25.92	23.29	39.18	35.21	42.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.21	10.26	10.67	53.27	53.85	64.00	35.51	35.90	25.33
Grade 4	17.02	11.54	8.05	57.45	62.50	68.97	25.53	25.96	22.99
Grade 5	7.61	15.79	10.58	63.04	55.79	53.85	29.35	28.42	35.58
Grade 6	13.68	14.10	13.13	66.32	66.67	57.58	20.00	19.23	29.29
All Grades	12.37	12.96	10.68	59.79	59.72	60.55	27.84	27.32	28.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.54	16.67	22.67	43.93	52.56	42.67	49.53	30.77	34.67
Grade 4	12.77	11.54	5.75	61.70	50.96	57.47	25.53	37.50	36.78
Grade 5	9.78	14.74	9.62	61.96	56.84	46.15	28.26	28.42	44.23
Grade 6	21.05	14.10	14.14	53.68	67.95	56.57	25.26	17.95	29.29
All Grades	12.37	14.08	12.60	54.90	56.62	50.96	32.73	29.30	36.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.41	3.85	5.33	71.96	75.64	77.33	19.63	20.51	17.33
Grade 4	9.57	3.85	9.20	70.21	72.12	70.11	20.21	24.04	20.69
Grade 5	3.26	13.68	7.69	79.35	63.16	60.58	17.39	23.16	31.73
Grade 6	14.74	7.69	12.12	78.95	78.21	71.72	6.32	14.10	16.16
All Grades	9.02	7.32	8.77	75.00	71.83	69.32	15.98	20.85	21.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.28	12.82	18.67	55.14	56.41	52.00	34.58	30.77	29.33
Grade 4	14.89	7.69	5.75	62.77	70.19	68.97	22.34	22.12	25.29
Grade 5	7.61	11.58	9.62	61.96	67.37	57.69	30.43	21.05	32.69
Grade 6	21.05	15.38	12.12	67.37	70.51	72.73	11.58	14.10	15.15
All Grades	13.40	11.55	11.23	61.60	66.48	63.29	25.00	21.97	25.48

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	107	80	75	106	78	75	106	78	75	99.1	97.5	100
Grade 4	94	104	88	94	103	87	94	103	87	100.0	99.0	98.9
Grade 5	92	98	105	92	96	104	92	95	104	100.0	98.0	99
Grade 6	95	79	101	95	78	99	95	78	99	100.0	98.7	98
All Grades	388	361	369	387	355	365	387	354	365	99.7	98.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2390.	2386.	7.55	7.69	10.67	17.92	24.36	22.67	22.64	30.77	22.67	51.89	37.18	44.00
Grade 4	2424.	2418.	2429.	8.51	9.71	4.60	17.02	20.39	25.29	30.85	28.16	33.33	43.62	41.75	36.78
Grade 5	2464.	2463.	2461.	10.87	11.58	14.42	13.04	12.63	11.54	30.43	25.26	28.85	45.65	50.53	45.19
Grade 6	2514.	2527.	2489.	16.84	19.23	11.11	20.00	19.23	18.18	33.68	35.90	31.31	29.47	25.64	39.39
All Grades	N/A	N/A	N/A	10.85	11.86	10.41	17.05	18.93	18.90	29.20	29.66	29.32	42.89	39.55	41.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.55	12.82	12.00	43.40	47.44	44.00	49.06	39.74	44.00
Grade 4	11.70	15.53	6.90	42.55	36.89	51.72	45.74	47.57	41.38
Grade 5	15.22	11.58	14.42	41.30	44.21	40.38	43.48	44.21	45.19
Grade 6	13.68	16.67	12.12	54.74	57.69	51.52	31.58	25.64	36.36
All Grades	11.89	14.12	11.51	45.48	45.76	46.85	42.64	40.11	41.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	10.38	7.69	14.67	41.51	57.69	38.67	48.11	34.62	46.67
Grade 4	7.45	6.80	9.20	46.81	46.60	52.87	45.74	46.60	37.93
Grade 5	9.78	12.63	11.54	43.48	37.89	50.00	46.74	49.47	38.46
Grade 6	14.74	14.10	9.09	49.47	57.69	43.43	35.79	28.21	47.47
All Grades	10.59	10.17	10.96	45.22	49.15	46.58	44.19	40.68	42.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	9.43	7.69	9.33	54.72	60.26	58.67	35.85	32.05	32.00
Grade 4	7.45	6.80	5.75	52.13	52.43	52.87	40.43	40.78	41.38
Grade 5	4.35	5.26	5.77	60.87	62.11	59.62	34.78	32.63	34.62
Grade 6	16.84	12.82	11.11	61.05	65.38	60.61	22.11	21.79	28.28
All Grades	9.56	7.91	7.95	57.11	59.60	58.08	33.33	32.49	33.97

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1412.9	1415.2	1427.1	1430.5	1417.2	1432.7	1371.9	1410.7	1413.8	14	21	11
1	*	*	1450.1	*	*	1453.5	*	*	1446.3	9	9	22
2	1455.5	*	1466.9	1463.8	*	1470.5	1446.9	*	1462.8	13	10	11
3	1467.0	1463.4	*	1454.2	1452.1	*	1479.3	1474.2	*	24	14	10
4	1505.7	1492.8	1487.2	1502.0	1485.1	1479.2	1508.8	1499.9	1494.8	20	25	17
5	1524.1	1527.2	1515.1	1516.8	1528.5	1506.9	1530.9	1525.5	1522.8	13	17	22
6	*	1553.7	1548.5	*	1561.0	1558.1	*	1545.9	1538.5	8	11	15
All Grades										101	107	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	9.52	9.09	57.14	33.33	27.27	21.43	38.10	54.55	21.43	19.05	9.09	14	21	11
1	*	*	4.55	*	*	45.45	*	*	31.82	*	*	18.18	*	*	22
2	0.00	*	0.00	61.54	*	45.45	7.69	*	45.45	30.77	*	9.09	13	*	11
3	0.00	7.14	*	37.50	21.43	*	29.17	35.71	*	33.33	35.71	*	24	14	*
4	20.00	12.00	5.88	35.00	32.00	47.06	45.00	24.00	17.65	0.00	32.00	29.41	20	25	17
5	23.08	11.76	18.18	23.08	52.94	27.27	46.15	29.41	40.91	7.69	5.88	13.64	13	17	22
6	*	27.27	26.67	*	54.55	53.33	*	9.09	20.00	*	9.09	0.00	*	11	15
All Grades	9.90	14.02	10.19	41.58	35.51	38.89	31.68	30.84	37.04	16.83	19.63	13.89	101	107	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	23.81	18.18	50.00	19.05	18.18	21.43	38.10	54.55	14.29	19.05	9.09	14	21	11
1	*	*	18.18	*	*	31.82	*	*	40.91	*	*	9.09	*	*	22
2	30.77	*	9.09	15.38	*	63.64	38.46	*	27.27	15.38	*	0.00	13	*	11
3	4.17	7.14	*	45.83	35.71	*	16.67	28.57	*	33.33	28.57	*	24	14	*
4	15.00	28.00	29.41	65.00	36.00	23.53	20.00	8.00	29.41	0.00	28.00	17.65	20	25	17
5	30.77	47.06	27.27	53.85	35.29	50.00	7.69	11.76	13.64	7.69	5.88	9.09	13	17	22
6	*	54.55	60.00	*	45.45	40.00	*	0.00	0.00	*	0.00	0.00	*	11	15
All Grades	18.81	29.91	25.93	45.54	33.64	38.89	21.78	18.69	25.93	13.86	17.76	9.26	101	107	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		9.52	9.09		19.05	19.05		57.14	57.14		14.29	14.29		21	21
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		7.14	7.14		21.43	21.43		21.43	21.43		50.00	50.00		14	14
4		4.00	4.00		32.00	32.00		32.00	32.00		32.00	32.00		25	25
5		5.88	5.88		17.65	17.65		64.71	64.71		11.76	11.76		17	17
6	*	0.00	0.00	*	63.64	63.64	*	18.18	18.18	*	18.18	18.18	*	11	11
All Grades	3.96	7.48	7.48	32.67	26.17	26.17	32.67	44.86	44.86	30.69	21.50	21.50	101	107	107

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.43	23.81	18.18	64.29	57.14	72.73	14.29	19.05	9.09	14	21	11
1	*	*	22.73	*	*	72.73	*	*	4.55	*	*	22
2	23.08	*	27.27	61.54	*	72.73	15.38	*	0.00	13	*	11
3	16.67	14.29	*	62.50	42.86	*	20.83	42.86	*	24	14	*
4	50.00	40.00	29.41	45.00	44.00	47.06	5.00	16.00	23.53	20	25	17
5	15.38	35.29	27.27	76.92	58.82	72.73	7.69	5.88	0.00	13	17	22
6	*	27.27	40.00	*	54.55	60.00	*	18.18	0.00	*	11	15
All Grades	25.74	29.91	27.78	63.37	54.21	64.81	10.89	15.89	7.41	101	107	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	14.29	9.09	57.14	61.90	72.73	28.57	23.81	18.18	14	21	11
1	*	*	13.64	*	*	68.18	*	*	18.18	*	*	22
2	23.08	*	0.00	46.15	*	100.00	30.77	*	0.00	13	*	11
3	20.83	14.29	*	33.33	57.14	*	45.83	28.57	*	24	14	*
4	20.00	28.00	29.41	75.00	40.00	41.18	5.00	32.00	29.41	20	25	17
5	61.54	76.47	40.91	30.77	17.65	45.45	7.69	5.88	13.64	13	17	22
6	*	81.82	93.33	*	18.18	6.67	*	0.00	0.00	*	11	15
All Grades	27.72	35.51	30.56	49.50	42.99	53.70	22.77	21.50	15.74	101	107	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	14.29	9.09	71.43	71.43	90.91	28.57	14.29	0.00	14	21	11
1	*	*	18.18	*	*	54.55	*	*	27.27	*	*	22
2	7.69	*	0.00	61.54	*	90.91	30.77	*	9.09	13	*	11
3	0.00	7.14	*	54.17	42.86	*	45.83	50.00	*	24	14	*
4	10.00	8.00	5.88	35.00	52.00	41.18	55.00	40.00	52.94	20	25	17
5	23.08	11.76	13.64	46.15	76.47	50.00	30.77	11.76	36.36	13	17	22
6	*	0.00	13.33	*	81.82	46.67	*	18.18	40.00	*	11	15
All Grades	7.92	12.15	10.19	51.49	62.62	58.33	40.59	25.23	31.48	101	107	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	23.81	27.27	35.71	42.86	45.45	35.71	33.33	27.27	14	21	11
1	*	*	4.55	*	*	77.27	*	*	18.18	*	*	22
2	15.38	*	0.00	38.46	*	81.82	46.15	*	18.18	13	*	11
3	0.00	28.57	*	75.00	35.71	*	25.00	35.71	*	24	14	*
4	15.00	16.00	11.76	75.00	60.00	58.82	10.00	24.00	29.41	20	25	17
5	23.08	11.76	9.09	61.54	76.47	72.73	15.38	11.76	18.18	13	17	22
6	*	54.55	20.00	*	36.36	80.00	*	9.09	0.00	*	11	15
All Grades	12.87	22.43	10.19	64.36	56.07	71.30	22.77	21.50	18.52	101	107	108

Conclusions based on this data:

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

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

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

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
597	**88.3%**	**19.3%**	**0.3%**
Total Number of Students enrolled in Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	19.3%
Foster Youth	2	0.3%
Homeless	39	6.5%
Socioeconomically Disadvantaged	527	88.3%
Students with Disabilities	81	13.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	70	11.7%
American Indian	1	0.2%
Asian	32	5.4%
Filipino	6	1%
Hispanic	387	64.8%
Two or More Races	40	6.7%
Pacific Islander	3	0.5%
White	53	8.9%

Conclusions based on this data:

1. Lincoln Elementary student population has changed over time, with Hispanic being more than 60% for the past several years.

2. Our Homeless number has increased based, due to state laws on what constitutes homeless.

3. Our socioeconomic disadvantaged percentage has decreased since pre-COVID.

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
36.5 points below standard	57.1 points below standard	Less than 11 Students
Declined 6.2 points	Increased 6.2 points	3 Students
342 Students	73 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	77.5 points below standard	41.8 points below standard
1 Student	Increased 44.9 points	Declined 5.4 points
	20 Students	300 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
144.2 points below standard	96.8 points below standard	0 Students
Declined 21.7 points	Declined 37.2 points	
65 Students	41 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
2.7 points above standard	Less than 11 Students	32.4 points below standard
Increased 22.8 points	4 Students	Maintained 2.9 points
19 Students		224 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
6.7 points above standard	Less than 11 Students	30.5 points below standard
Increased 5.1 points	1 Student	Increased 14.0 points
20 Students		31 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
55.2 points below standard	62.5 points below standard	Less than 11 Students
Declined 4.0 points	Increased 6.2 points	3 Students
342 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	104.8 points below standard	62.2 points below standard
1 Student	Increased 44.5 points	Declined 4.9 points
	20 Students	300 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
155.4 points below standard	120.9 points below standard	0 Students
Declined 16.5 points	Declined 25.9 points	
65 Students	41 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
30.4 points below standard	Less than 11 Students	47.8 points below standard
Maintained 2.5 points	4 Students	Maintained 0.2 points
19 Students		224 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
42.9 points below standard	Less than 11 Students	43.3 points below standard
Declined 17.8 points	2 Students	Increased 11.3 points
20 Students		31 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
40.4 points above standard making progress.	making progress.
Number Students: 94 Students	Number Students: 3 Students

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.

2024 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**
20	36	1	37

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
27.6% Chronically Absent	16.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 10.7	Declined 16.2	3 Students
649 Students	123 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	55.3% Chronically Absent	29.4% Chronically Absent
5 Students	Declined 21.6	Declined 11.1
	47 Students	575 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
25% Chronically Absent	35.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 21.5	Declined 16.5	1 Student
108 Students	82 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
27.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	26.6% Chronically Absent
Increased 6.1	6 Students	Declined 11.9
33 Students		418 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
24.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	26.3% Chronically Absent
Declined 4.7	3 Students	Declined 11.4
49 Students		57 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	6	3

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
1.5% suspended at least one day	1.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.1%	Declined 0.9%	3 Students
664 Students	124 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Green
Fewer than 11 students - data not displayed for privacy	2% suspended at least one day	1.5% suspended at least one day
5 Students	Declined 10.2%	Declined 3.4%
	49 Students	586 Students

Students with Disabilities	African American	American Indian
Green	Green	No Performance Color
2.8% suspended at least one day	2.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.1%	Declined 9.2%	1 Student
109 Students	84 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.9% suspended at least one day
Declined 3%	6 Students	Declined 1.2%
33 Students		423 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Declined 4%	3 Students	Declined 4.3%
54 Students		60 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students meeting or exceeding standards - CAASPP ELA	Grade 3 - 48% Grade 4 - 46% Grade 5 - 26% Grade 6 - 39% Spring 2025	Grade 3 - 30% Grade 4 - 50% Grade 5 - 50% Grade 6 - 30% Spring 2026 (These expected outcomes are based on the cohort of students. We look at last years 3rd graders, which would be this year's 4th graders, to figure out their expected gains.)
Percentage of Grade K-3 students Ready for Core Support - DIBELS	Kinder - 28% Grade 1 - 37% Grade 2 - 56% Grade 3 - 44% Fall 2025 (BOY)	Kinder - 50% Grade 1 - 60% Grade 2 - 75% Grade 3 - 60% Spring 2026 (EOY)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Kinder - 19% Grade 1 - 10% Grade 2 - 30% Grade 3 - 28% Grade 4 - 23% Grade 5 - 18% Grade 6 - 18% August 2025	Kinder - 50% Grade 1 - 70% Grade 2 - 80% Grade 3 - 55% Grade 4 - 70% Grade 5 - 50% Grade 6 - 40% May 2025 (These expected outcomes are based on the May 2025 scores they received. We believe that the cohort of students will be able to achieve these percentages.)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Teachers will utilize supplemental small group reading and writing activities to support Ladder Time, such as listening centers, flash cards, word games, phonics lesson programs, pen pals, etc.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Strategy/Activity 3

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
7,000.00	Title I Part A: Allocation

Strategy/Activity 4

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 5

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
9,000.00	Title I Part A: Allocation

Strategy/Activity 6

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
74,631	Title I Part A: Allocation

Strategy/Activity 7

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

All Students

Strategy/Activity

1.7 A supplemental writing program will be provided for all classes in K-6th. Professional Development will be provided to staff to ensure the program would be used to fidelity.

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)
3,000.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

Throughout the school year, teachers collaborated and consistently progress monitored students to determine if interventions were needed. If interventions were needed for students, teachers planned lessons geared to their needs. I-Ready Reading is a program that was utilized for grades 1-6th and was helping teachers differentiate their lessons and use of small group activities. Teachers will be analyzing the data and student usage routinely throughout the year to gage student growth. DIBELS was also used through progress monitoring and benchmark assessments. Certain grade levels began to platoon their students for a targeted instruction reading time. This allowed students to get the exact tools needed for growth. The grade levels that did this, made the most growth in their scores.

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

A strong writing curriculum and/or program has been needed and is wanted by teachers. We have added a goal to implement a writing program this year to better serve our students in all academic areas. Training will need to happen with staff first and then a solid implementation with the students can happen.

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

In looking at the data and metrics, we know that there has been a steady growth in our students and we want to continue the current strategies set in place. All stakeholders have looked at the data and have been made aware that English Language Arts is still an area that our students need support in and strong instruction needs to happen.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 Students meeting or exceeding standards - CAASPP Math	Grade 3 - 42% Grade 4 - 32% Grade 5- 23% Grade 6- 37% Spring 2025	Grade 3 - 30% Grade 4 - 47% Grade 5- 40% Grade 6- 30% Spring 2026 (These expected outcomes are based on the cohort of students. We look at last years 3rd graders, which would be this year's 4th graders, to figure out their expected gains.)
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Kinder - 10% Grade 1 - 4% Grade 2 - 9% Grade 3 - 1% Grade 4 - 22% Grade 5 - 15% Grade 6 - 14% August 2025	Kinder - 50% Grade 1 - 60% Grade 2 - 80% Grade 3 - 30% Grade 4 - 50% Grade 5 - 50% Grade 6 - 55% May 2026 (These expected outcomes are based on the May 2025 scores

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		they received. We believe that the cohort of students will be able to achieve these percentages.)

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

Strategy/Activity 1

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
5,000.00	Title I Part A: Allocation

Strategy/Activity 2

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Strategy/Activity 3

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000.00	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Mathematics will be targeted school-wide by using a Problem Of the Month (POM) to enhance school discussion on math. A bulletin board will be the focus in the multi-use room. Incentives and competitions amongst grade levels and classes will be part of the program.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

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

ANALYSIS

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

Math Night for Families was implemented and had a strong turnout with our students and their families. Math journals were implemented throughout grade levels. We know that the staff must focus on math data more closely, give students more access to small group instruction, offer intense math tutoring using specific skills to get the results desired. Students were starting to use math journals during lessons and were becoming familiar with the process. Teachers are beginning to use manipulatives more during direct instruction and small group work. Our sixth grade classes platoon for math instruction, which has proven to be most beneficial for student progress and growth. The team will look at data every six weeks to determine the student's placement, the skills, and the standards that need to be targeted.

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

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

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

Math tutoring will be offered for some grade levels by teachers in an afterschool format. We will be jumpstarting a Problem of the Month, school-wide, to encourage mathematical thinking every day. All grades will participate in some fashion and will be able to work on a solution during the month. A bulletin board that will be centrally located on campus will be the focus of the math problem.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	Student Responses: Engagement - 88% Academic Challenge - 40% Instructional Methods - 63% Culture - 11% Belonging - 26% Relationships - 79% February 2025	Student Responses: Engagement - 90% Academic Challenge - 45% Instructional Methods - 68% Culture - 20% Belonging - 35% Relationships - 85% February 2026

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Throughout the year, teachers will incorporate science, social studies, ELA, math, PE, and the Arts concepts through movement and exploration with programs such as The Walking Classroom, Kahoot, Mystery Science, Mystery Doug, Bricks For Kids, Field Trips (grade level and whole-

school), StarLab, Young Rembrandts, I-Ready, See Saw, etc. with a writing component attached. For digital programs, headphones for all students will be needed.

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

Amount(s)	Source(s)
12,292.00	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 SEL lessons will be presented to all grade levels throughout the year. Slide shows and books will be provided to classes to support the SEL lessons and the monthly character traits. Programs such as Peer Mediators will be implemented to support student well-being.

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

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

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 Clubs will be offered to students either during lunchtime or after school. (Book Club, Art Club, Tech Club, etc.)

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.6 Assemblies, Heritage Events, Multi-cultural events, etc. will be offered during the school day.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

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

ANALYSIS

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

This year we know that students are needing engaging hands-on tasks to increase their engagement which in turn increases their learning. LUSD has adopted a new science curriculum which should help with the implementation and teaching of science. We know that students need to be given more opportunities to become involved in their learning in a more interactive way. Based on the data with our students, it seems as though they are still not as engaged as we have hoped. We will be working more intensely on ensuring our classrooms are highly engaging with strong rigor.

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

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

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

We will continue with the learning and growth in student engagement in social studies, science, and the arts, to help increase the learning in all other subjects. We will continue to add Field Trips to help support hands-on learning in all grade levels and to ensure there is a writing component. After school or Lunch Clubs will be added to help students feel more connected to the school and want to be there. More assemblies and school-wide activities will be added as well to ensure we are targeting 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.

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/Percentage of students' families participating in school events during the school year	Back to School Night - 40% students Bingo For Books - 100 attendees STEAM Day - 20 students Math Night - 50 students Parent Conferences - 88% students 2024-2025	Back to School Night - 60% families Bingo For Books - 100 students STEAM Day - 50 students Math Night - 100 students Parent Conferences - 95% students 2025-2026

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,333.00	Title I Part A: Parent Involvement

Strategy/Activity 2

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 3

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation

Strategy/Activity 4

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

All Students

Strategy/Activity

4.4 Planners and folders will be utilized throughout the school year in each classroom. The staff will collaborate to discuss the routines and expectations that will be put into place for cross grade level continuity.

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

Amount(s)	Source(s)
5,000.00	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.5 Family Engagement Activities will happen during the school day or afterschool, such as Coffee w/Principal, Ruby Bridges Walk to School Day, Donuts with Dads, Muffins with Moms, Lunch with a Loved One, Spring Carnival, Mental Health Fair, etc.

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

Amount(s)	Source(s)
1,333.00	Title I Part A: Parent Involvement

Annual Review

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

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

Math Night happened in the Fall of 2024 and had a small number in attendance than intended. One School One Book happened throughout the year and was well liked by students and staff. Messages were sent out to the families to provide all the resources that was needed for the book being read at the time. Reminder messages were sent to families to keep them updated on the progress of the book. Throughout several parent meetings, the One School One Book was discussed. Parents spoke highly of the program and shared positive stories from their families.

We have noticed that we need to have more parent interactions and times to have them be a part of our school. We know that parents are vital to the success of our students, therefore we want to include them more than we have in the past.

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

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

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

There will be more staff collaboration between grade levels to ensure there is consistency among the whole school and its practices with planners and folders. We will attempt to add in one or two more family engagement nights such as Author's Tea or Living Wax Museum. Youth Truth Survey results will be used to guide the overall effectiveness of the goal. After taking all Stakeholder's input, it was clear that more family nights and activities are wanted. We will be adding in more this year to ensure more parent and family participation and involvement within our school community.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the number of students who are suspended at least once during the academic year. CA Dashboard	53 suspensions 2 expulsions CalPads 2024-2025	15 suspensions 0 expulsions CalPads 2025-2026
Percentage of students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school	25.12% - Chronically Absent Students CalPads 2024-2025	22% - Chronically Absent Students CalPads 2025-2026

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
22,431.00	Title I Part A: Allocation

Strategy/Activity 2

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 3

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 4

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

All Students

Strategy/Activity

5.4 Attendance challenges for grade levels, classes, and school-wide will happen monthly. There will be certificates, recognition, and “experiences” to boost attendance moral. The slogan, “LE Strives for 95+” will be used throughout the year to enhance attendance percentages.

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)
1,000.00	Title I Part A: Allocation

Strategy/Activity 5

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

All students

Strategy/Activity

5.5 Positive attendance procedures will happen to boost attendance: phone calls to parents, postcards will be mailed to households, and personal conversations with the 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)
1,000.00	Title I Part A: Allocation

Strategy/Activity 6

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

All Students

Strategy/Activity

5.6 Parent Workshops will be offered to help make changes in the home to improve attendance.

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)
1,000.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

The use of a counselor was effective for supporting students. Lincoln Elementary Staff began to utilize the Wellness Center to help support students behaviors and achievement on a more consistent basis. The Wellness Center was utilized to assist students to have a greater positive attitude and more success in school. The staff began to recognize this was a need and students benefited from it. Students reported to administrators and teachers that they felt safer at school and more successful in learning. Discussions with students regarding attendance from teachers and admin was implemented. Our overall attendance improved by two percent, which is good, but we want to see more of an increase. There was an increase in suspensions in the 2024-2025 school year due to various factors. Our goal is that suspensions will go down with the work we are doing with the students in and out of the classroom.

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

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

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

During the 2025-2026 school year, there will be bi-monthly phone calls made to parents looking at the students positive attendance. We will target families who have struggled with good attendance and will praise their strong efforts in getting their child to school daily. There will be monthly incentives by individual, classes, and school-wide.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 6

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 4 – 13 students Level 3 – 36 students Level 2 – 26 students Level 1 – 9 students 12% of EL students at Level 4 CalPads 2024-2025 ELPAC Overall Proficiency Levels	15% of EL students at a Level 4 CalPads 2025-2026
Reclassification	2024-2025 - 8 students were reclassified	2025-2026 - 10 EL students will meet reclassification criteria

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

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

English Learners

Strategy/Activity

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

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

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 3

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

English Learners

Strategy/Activity

6.3 Teachers will work with students in small groups (designated ELD) based on ELPAC and skill level to help increase student English skills. Supplies (books and realia) for designated and integrated ELD will be purchased or created to increase student skills and will assist them on ELPAC 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)
1,500.00	Title I Part A: Allocation

Strategy/Activity 4

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

All Students

Strategy/Activity

6.4 Professional Development will be offered to staff on English Language Development instruction.

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

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 5

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

All Students

Strategy/Activity

6.5 Recognition of students growth will be given annually.

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

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

Annual Review

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

ANALYSIS

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

Over the past few years we have gained some students who are emerging English learners. These students struggle in daily conversation as well as accessing vocabulary and understanding of the curriculum. In our Title 1 program we have one primary language assistant, one bilingual interrupter, and three Title 1 paraprofessionals on hand ready to assist our emerging English learners. They will support students in a small group or one on one setting to bridge their academic and social language. Our designated ELD work has been strong this past year and we expected students to become stronger in their language skills. Teachers have worked diligently to provide designated ELD instruction. Teachers are more aware of their students language levels and are able to support them.

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

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

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

For the 2025-2026 school year, we will be adding more work in our designated ELD by providing more realia to boost the lessons provided by the curriculum. Teachers have asked for more training in ELD instruction, so that will be provided as well. Although on the district level there is recognition of students, we will recognize students in front of our student body to keep them encouraged and motivated in their language skills.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	**Funding Allocation** This data field should be populated manually.	**Funds Remaining to be Allocated** This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	201,354.00	0.00
Title I Part A: Parent Involvement	2,666.00	0.00

Total Funding Allocation: 204,020
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	**Amount** This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	201,354.00
Title I Part A: Parent Involvement	2,666.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
204,020.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Becky Sprinkle	Principal
Bianca Diniz	Classroom Teacher
Mella Yarbrough	Classroom Teacher
Jo Ann Gonzalez	Classroom Teacher
Vivica Rafael	Other School Staff
Erika Acosta	Parent or Community Member
Theresa Calamaco	Parent or Community Member
Hazel Campbell	Parent or Community Member
Catherine Latu	Parent or Community Member
Mia Zamora	Parent or Community Member

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

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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