

# School Plan for Student Achievement (SPSA)


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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

<b>Schoolwide Program</b> The purpose of the SPSA is to coordinate all educational services at the school.
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

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

## Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school.

The Single Plan for Student Achievement is written to outline Lincoln Elementary School's school wide program for the 2025-2026 school year. The 2025-2026 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Lincoln Elementary School's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Lincoln Elementary School's SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

## Educational Partner Involvement

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

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

Lincoln Elementary School collaborates with educational partners monthly through a School Site Council. Stakeholders include parents, teachers, staff, and community members. The council convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA effectiveness through periodic progress checks and with the final Annual Review. Summary of the various evaluations and surveys obtained both in person and electronic collaboration inform decision making and planning for potential SPSA modifications and improvement.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

The following 2024 California Dashboard indicators for Lincoln Elementary School are in the "Orange" performance category and need significant improvement: Suspension Rate, English Language Arts (ELA) and Mathematics. Steps to address these areas include, providing resources for families in need, promoting parent involvement through events like back-to-school nights, and bolstering mental health support services. Staff will receive ongoing training in PBIS, trauma-informed care, science of reading, and best practices in math. We'll support educators through collaborative structures and dedicated coaching. These efforts aim to create a supportive learning environment where all students can succeed.

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

In the area of ELA, Students with Disabilities performed in the Red Level and had a decline of 18.3 points. Socioeconomically Disadvantaged students had an increase in Chronic Absenteeism by 1%. There was an increase in suspensions among African American students (+5.2%), Socioeconomically Disadvantaged students (+4.6%), English Learners (+2.9%) and Hispanic students (+3.2%).

## Other Needs

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

Lincoln Elementary School is performing in the "Orange" category in the area of Chronic Absenteeism. There has been a 6.7% increase in the number of chronically absent students in 2024. To increase student attendance will take the following steps: build a positive school culture, engage strong partnerships with parents and the community through engagement activities and monitor data to provide early intervention and support. We will continue to monitor attendance data to measure outcomes of the planned actions.

# 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%	%	1.43%	0		1
African American	52.08%	50.57%	35.71%	75	44	25
Asian	0%	%	1.43%	0		1
Filipino	2.08%	%	%	3		
Hispanic/Latino	38.19%	31.03%	42.86%	55	27	30
Pacific Islander	0%	4.60%	1.43%	0	4	1
White	4.17%	3.45%	%	6	3	
Two or More Races	2.78%	9.20%	14.29%	4	8	10
Not Reported	0.69%	1.15%	2.86%	1		2
<b>Total Enrollment</b>				144	87	70

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			10
Kindergarten	22	24	17
Grade 1	26	28	22
Grade 2	20	28	18
Grade3	33		
Grade 4	24		
Grade 5	18		
Grade 6	1		
<b>Total Enrollment</b>	144	80	67

#### Conclusions based on this data:

1. Data indicates there is a trend of declining enrollment at Lincoln Elementary School. This data is representative of the 20-21, 21-22 and 22-23 school years however, for the 23-24 school year Lincoln Elementary School was restructured and now serves students in grades Transitional-Kindergarten, Kindergarten, 1st and 2nd grades.

2. Demographics specific to grade levels and student groups have remained consistent across the identified years.
3. The Hispanic/Latino population has continued to represent a larger percentage of the school population across the identified years.

# 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	28	11	11	19.4%	12.6%	15.7%
Fluent English Proficient (FEP)	6	1	3	4.2%	1.1%	4.3%
Reclassified Fluent English Proficient (RFEP)	2	0	1	6.7%	0.0%	8.3%

### Conclusions based on this data:

1. The population of English Learners has continued to increase over the course of the identified school years at Lincoln Elementary School.
2. The number of students enrolling who are Fluent English Proficient has decreased by 2-3% across the course of the identified school years.
3. Data tracking Reclassified Fluent English Proficient students indicates students are not making the progress needed to reclassify with the number of students going from 4 in the 2020-2021 school year to zero students in during the 2021-2022 and 2022-2023 school years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	25	32		22	30		22	30		88.0	93.8	
Grade 4	28	22		25	22		25	22		89.3	100.0	
Grade 5	31	16		30	16		29	16		96.8	100.0	
All Grades	84	70		77	68		76	68		91.7	97.1	

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	2341.	2321.		4.55	3.33		9.09	3.33		22.73	16.67		63.64	76.67	
Grade 4	2375.	2324.		0.00	4.55		12.00	0.00		16.00	18.18		72.00	77.27	
Grade 5	2411.	2351.		3.45	0.00		10.34	6.25		24.14	18.75		62.07	75.00	
All Grades	N/A	N/A	N/A	2.63	2.94		10.53	2.94		21.05	17.65		65.79	76.47	

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	*	0.00		*	43.33		*	56.67		
Grade 4	*	*		*	*		*	*		
Grade 5	*	*		*	*		*	*		
All Grades	5.26	1.47		53.95	38.24		40.79	60.29		

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	*	0.00		*	40.00		*	60.00	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	0.00	0.00		39.47	32.35		60.53	67.65	

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	*	3.33		*	53.33		*	43.33	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	3.95	2.94		64.47	54.41		31.58	42.65	

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	*	3.33		*	50.00		*	46.67	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	3.95	4.41		57.89	41.18		38.16	54.41	

**Conclusions based on this data:**

1. The percent of student enrolled who were tested increased from 91.7% on 2021-2022 to 97.1% in 2022-2023 (there was no CAASPP testing for the school year 2020-2021).
2. The percentage of students who tested below standard in English Language Arts increased. This increase was also seen across all subtests with a minimum increase of 8% or more.
3. The number of students who are performing below standard in the area of reading and writing are 60.29% and 67.65% respectively which accounts for a significant number of the total student population.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	25	32		23	31		23	31		92.0	96.9	
Grade 4	28	22		25	22		25	22		89.3	100.0	
Grade 5	31	16		29	16		29	16		93.5	100.0	
All Grades	84	70		77	69		77	69		91.7	98.6	

\* 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	2345.	2296.		0.00	0.00		13.04	6.45		17.39	6.45		69.57	87.10	
Grade 4	2340.	2359.		0.00	0.00		0.00	4.55		16.00	13.64		84.00	81.82	
Grade 5	2368.	2344.		0.00	0.00		3.45	0.00		6.90	0.00		89.66	100.0	
Grade 11															
All Grades	N/A	N/A	N/A	0.00	0.00		5.19	4.35		12.99	7.25		81.82	88.41	

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	*	3.23		*	12.90		*	83.87	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 11									
All Grades	0.00	1.45		18.18	11.59		81.82	86.96	

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	*	0.00		*	25.81		*	74.19	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	1.30	0.00		31.17	23.19		67.53	76.81	

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	*	3.23		*	32.26		*	64.52	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	0.00	1.45		32.47	30.43		67.53	68.12	

**Conclusions based on this data:**

1. The percent of student enrolled who were tested increased from 91.7% on 2021-2022 to 98.6% in 2022-2023 (there was no CAASPP testing for the school year 2020-2021).
2. 100% of 5th Grade students performed in the Standard Not Met category for overall achievement during the 2022-2023 school year.
3. 88.41% of all students grades 3rd-5th performed in the Standard Not Met category for overall achievement in the area of math for the 2022-2023 school year.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*	*	*	*	*	*	*	*	6	7	7
1	*	*	*	*	*	*	*	*	*	*	4	7
2	*	*	*	*	*	*	*	*	*	4	5	*
3	*	*		*	*		*	*		5	4	
4	*	*		*	*		*	*		6	*	
5	*	*		*	*		*	*		6	*	
<b>All Grades</b>										30	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	13.79	3.85	6.25	37.93	15.38	18.75	24.14	50.00	37.50	24.14	30.77	37.50	29	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	37.93	11.54	12.50	31.03	34.62	18.75	17.24	23.08	31.25	13.79	30.77	37.50	29	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	3.85	0.00	13.79	3.85	12.50	41.38	34.62	37.50	44.83	57.69	50.00	29	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	24.14	7.69	6.25	62.07	69.23	68.75	13.79	23.08	25.00	29	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	44.44	19.23	18.75	37.04	42.31	18.75	18.52	38.46	62.50	27	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	3.85	12.50	62.07	34.62	25.00	37.93	61.54	62.50	29	26	16

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	6.90	7.69	0.00	48.28	50.00	50.00	44.83	42.31	50.00	29	26	16

**Conclusions based on this data:**

1. State data does is not reported for each group due to the small number of students enrolled at the school.
2. A third of students identified as English Language Learners are identified as "moderately developed" or "well developed" (level 3 and level 4 respectively) as indicated by examination of local data source, Elevation.
3. Over a third of English Language Learners are at a "minimally developed" level 1.



# 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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
87	89.7%	12.6%	0.0%
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	11	12.6%
Foster Youth	0	0.0%
Homeless	9	10.3%
Socioeconomically Disadvantaged	78	89.7%
Students with Disabilities	7	8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	50.6%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	27	31%
Two or More Races	8	9.2%
Pacific Islander	4	4.6%
White	3	3.4%

### Conclusions based on this data:

- 97% of students at Lincoln Elementary School are categorized as Socioeconomically Disadvantaged, a trend that has been stable over the past three years of reporting.

2. At least 50% of the student population at Lincoln Elementary School is African American, a trend that has been stable over the past three years of reporting.
3. The percentage of English Language Learners has remained relatively stable across the last three reporting years.

# School and Student Performance Data

## Overall Performance

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



No Performance Color

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



No Performance Color

#### English Learner Progress



No Performance Color

#### Conclusions based on this data:

1. Lincoln Elementary School has increased the number of chronically absent students in recent years moving into the "Orange" category.
2. Data indicates intensive interventions are needed in the academic areas of Reading and Mathematics to move students out of the "Red" category.

- 
- 
3. PBIS and SEL interventions are needed to support students and reduce suspension rates.

# 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.

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

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



This section provides number of student groups in each level.



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		
<p><b>All Students</b></p>  <p>No Performance Color</p> <p style="background-color: #e0e0e0;">73.5 points below standard</p> <p>28 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>0 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 0 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. Due the size of the school, data for individual student groups is not available to protect student privacy.
2. All students at Lincoln Elementary School require intervention to support development of English Language Arts skills.
3. English Language Arts scores decreased significantly for African American and Socioeconomically Disadvantaged students.

# 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.

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

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



This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>No Performance Color</p> <div style="background-color: #e0e0e0; padding: 2px;">58.9 points below standard</div> <p>28 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>0 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 0 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. Due the size of the school, data for individual student groups is not available to protect student privacy.
2. There was a significant decrease in overall student achievement (18.6 points) in the area of mathematics.
3. The Hispanic student group increased overall mathematics performance by +7.2 points.

# School and Student Performance Data

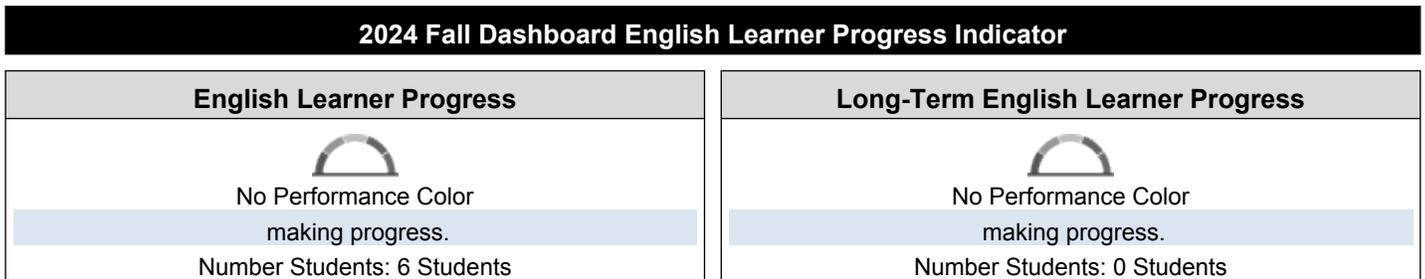
## Academic Performance English Learner Progress

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.

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

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

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



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.



### Conclusions based on this data:

1. Due the size of the school and testing group, data for individual student groups is not available to protect student privacy.
2. Almost half of the English Language Learners at Lincoln Elementary School maintained their ELPI Level across levels 1-3.
3. More than half of English Language Learners decreased a level during the most recent testing window.



# 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.”



This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Orange</p> <p>56% Chronically Absent</p> <p>Declined 6.7</p> <p>100 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>56.3% Chronically Absent</p> <p>Increased 10.8</p> <p>16 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>66.7% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>55.7% Chronically Absent</p> <p>Declined 7</p> <p>97 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>76.9% Chronically Absent</p> <p>Increased 12.2</p> <p>13 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>58.8% Chronically Absent</p> <p>Declined 7.8</p> <p>51 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>53.3% Chronically Absent</p> <p>Declined 1.8</p> <p>30 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>72.7% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Due the size of the school, data for all student groups is not available.
2. Chronic Absenteeism increased by 6.7 points.
3. Chronic Absenteeism continues to remain high for students of color and among the English Language Learner populations.

# 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.

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.



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. Lincoln Elementary School is a TK-2 school, there is no academic engagement graduation rate data to report.
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

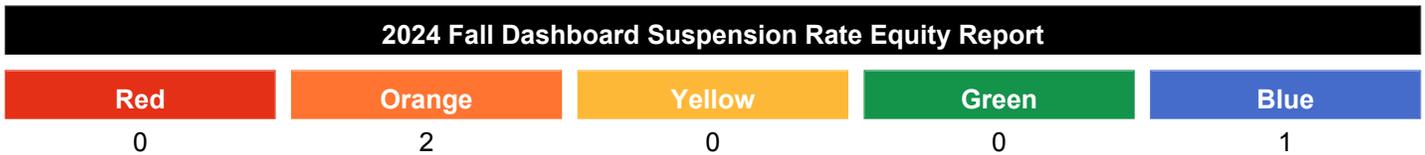
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Declined 6.6%</p> <p>111 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 2.9%</p> <p>16 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>10% suspended at least one day</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Declined 6.4%</p> <p>107 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Declined 14%</p> <p>13 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>12.5% suspended at least one day</p> <p>Declined 4.6%</p> <p>56 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3.2%</p> <p>35 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Due the size of the school, data for all student groups is not available.
2. The Lincoln Elementary School suspension rate increased significantly by 6.6 points.
3. Among the reported groups (African American, Hispanic, Socioeconomically Disadvantaged, and English Learners) all groups had an decrease in suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Vibrant Culture of Teaching and Learning (VCUSD Pillar 3)

LCAP Goal 1 - Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Lincoln Elementary School will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

### Identified Need

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

Test results indicate professional development, collaboration, and coaching are necessary for staff to increase academic student success.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% NWEA Projected Proficiency Reading -All Students  Source: Student Analytics Lab, Dashboard 8.5	% NWEA Projected Proficiency Reading -All Students 5.6%  Midyear Assessment, School Year 2024-2025	% NWEA Projected Proficiency Reading -All Students 8.6%  Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words:  % of Kindergarten students that score P on assessments A-D  % of 1st graders that score P in 1st grade fluency passage  % of 2nd graders that score P 2nd grade fluency passage  CORE data from ESGI	% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words  % of Kindergarten students that score P on assessments A-D  % of 1st graders that score P in 1st grade fluency passage  % of 2nd graders that score P 2nd grade fluency passage  School Year 2024-2025	35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words  80% of Kindergarten students that score P on assessments A-D  80% of 1st graders that score P in 1st grade fluency passage  80% of 2nd graders that score P 2nd grade fluency passage  Midyear Assessment, School Year 2025-2026

Provide teachers with feedback through district feedback form a minimum of 2 times per week.	1 time per week	2 times per week
Increase percentage of staff who participate in professional development that includes intervention strategies for English Learner students to 100% of teaching staff as measured by Professional Learning Department data.	None Available	100%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will be provided equitable on-site coaching through peer, administration, mentor & buddy teachers and TL coaching to improve classroom instruction as measured by collaboration minutes and TL schedule. Funds will be provided for release time and/or extra hours.	All Identified Students with Disabilities	1040.00 LCAP  LCAP 1726 - Collaboration
1.2	All teachers will be provided regular feedback on classroom instruction and teacher action plans, instructional focus areas, professional development and goal setting as measured by walk through Feedback Forms.	All Identified Socioeconomically Disadvantaged Students	
1.3	All staff will be provided professional development to develop skills across all content areas including but not limited to ELD, small group instruction, close reading, science of reading, math, writing, SEL, etc. As measured by site PL calendar and agendas.	All Identified EL Students	
1.4	Teachers will use district approved curriculum and planning guides to support development of integrated literacy lessons in ELA and Math as measured by observational admin data.	All Identified Socioeconomically Disadvantaged Students	
1.5	Teachers will be provided opportunities for continued development of skills through site and district professional development. Funds for extra hours will be provided as appropriate.	All Identified Students with Disabilities	See 1.1

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The strategy to provide equitable on-site coaching for all teachers was implemented through a structured system that included peer coaching, administrative feedback, mentor and buddy teacher partnerships, and Teacher Leader (TL) coaching. This comprehensive approach ensured that each teacher, regardless of experience level, had access to targeted instructional support.

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

Intended implementation and budgeted expenditures were aligned with strategies/activities to meet the articulated goal for the 2024-25 school year.

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

Metrics were refined to prioritize the needs of Goal 1 and focus on the review of district professional development data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Safe and Supportive Learning Environments (VCUSD Pillar 2)

Lincoln Elementary School will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes addressing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities and student attendance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes addressing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities and student attendance.

### Identified Need

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

A need for consistent PBIS and SEL practices are required to increase attendance and decrease suspensions and behavior referrals.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Average daily attendance -All Students  Source: Student Analytics Lab	87.43% Average daily attendance -All Students  Quarter 3, School Year 2024-2025	90.43% Average daily attendance -All Students  Quarter 3, School Year 2024-2025
% of Students chronically absent- CA School Dashboard -All Students  % of Students chronically absent- Student Analytics Lab -All Students	% of Students chronically absent- CA School Dashboard -All Students 56%  School Year 2023-2024  % of Students chronically absent- Student Analytics Lab -All Students 52.7%  Trimester 2, School Year 2024-2025	% of Students chronically absent- CA School Dashboard -All Students 53%  School Year 2025-2026  % of Students chronically absent- Student Analytics Lab -All Students 49%  Trimester 2, 2025-2026
Decrease chronic absenteeism by 2 percentage points of more annually.	62.7% chronically absent	60.7%
Increase daily average attendance 5 percentage points or more annually.	69.5%	74.5%

Decrease pupil suspension rate by 2 percentage points or more annually.	12.9% suspended at least one day	10.9%
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## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implementation of regular daily, weekly, and monthly systems of recognition for students in the areas of behavior, attendance and academics as appropriate to increase student recognition opportunities to be measured by school calendar of events as well as tracking of Leopard Bucks being distributed. Items for recognition will be provided.	Identified African American Students, English Learners and Hispanic Students	3,200.00 LCAP  LCAP 1776- Student Engagement & Recognition
2.2	To increase recognition of staff and continue to develop a supportive environment, reward teachers, staff and parents/volunteers at staff meetings, on bulletin boards and through technology as measured by admin reported data. Items for recognition activities will be provided.	All Students	
2.3	Collect and analyze attendance data for at-risk and chronic students to develop interventions and provide information to staff and families on the correlation between attendance and achievement as measured by school attendance data.	At Risk and Chronically Absent Students	
2.4	Continued implementation of the Student Success Team (SST) to facilitate meetings as needed for students with needs in the areas of attendance, behavior, and social emotional learning.	All Identified Socioeconomically Disadvantaged Students	
2.5	Provide PD and support for all teachers and staff in establishing community circles, positivity practices, and school wide SEL lessons daily to start the year and once a week after the first month of school to support a safe and supportive learning environment for all students as measured by observation of SEL activities.	All Students	
2.6	To develop student and staff culture and promote inclusion, materials such as school shirts and folders will be purchased for all students and staff.	All Students	See 2.1
2.12			

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

To achieve the articulated goal, school-wide PBIS has been implemented to promote consistent expectations and reinforce positive behaviors, restorative practices are used to address conflicts and foster community, and staff PL was implemented that focused on SEL.

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

More of a focus needed to be put on positive reinforcement for attendance in an effort to improve attendance.

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.

Metrics and goals were refined to prioritize the needs of Goal 2 and focus on the review of attendance and suspension rate data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

Lincoln Elementary School will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### Identified Need

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

Resources such as intervention and additional materials are needed to address areas of low student success.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner students reclassified as Fluent English Proficient  Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	0% of English Learner students reclassified as Fluent English Proficient  School Year 2023-2024	3% of English Learner students reclassified as Fluent English Proficient  School Year 2025-2025
% NWEA Projected Proficiency in Reading for EL student group  Source: Student Analytics Lab	0% NWEA Projected Proficiency in Reading for EL student group  Trimester 2, School Year 2024-2025	3% NWEA Projected Proficiency in Reading for EL student group  Trimester 2, School Year 2025-2026
% of low-income, English Learner, or Foster Youth students who participate in after-school programs  Source: SAL, 1. District Enrollment, ExL Filter	100% of low-income, 100% English Learner, or no Foster Youth students who participate in after-school programs  Trimester 2, School Year 2024-2025	100% of low-income, 100% English Learner, or Foster Youth students who participate in after-school programs  Trimester 2, School Year 2025-2026

Increase number of Socioeconomically Disadvantaged students in 1st and 2nd grade reading at grade level from 12% to 50% or more as measured by CORE Phonics data.	12%	50%+
Increase the number of 1st Grade African American students that are meeting the Fluency target of 60 words per minute or more from 0% to 50% or more as measured through ESGI.	0%	50%
Increase kindergarten students will know all letter and letter sounds by 10% or more as measured by CORE Phonics data.	60%	70%+

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All students will participate in a rigorous academic and social emotional program based on the common core standards and integrating enrichment and interventions. Funding will be provided for materials to support implementation of enrichment.	Socioeconomically Disadvantaged Students	36,500 LCAP  LCAP 1777 - Curriculum Enrichment
3.2	Teaching staff will be educated on the SST and Care Team referrals, processes and expectations to support students in attaining social and academic success as measured by site procedures manual and referrals.	Socioeconomically Disadvantaged Students & English Learner Students	
3.3	Staff will identify behavioral and academic interventions through collaboration meetings and SST's to support students in attaining social and academic goals as measured by approved SST's and schedule of meetings. Funding for staffing and resources for intensified intervention groups will be provided.	Socioeconomically Disadvantaged Students & Students with Disabilities	2040.00 LCAP  LCAP 1719 - Content Intervention  10,979.91 Title I  Title I
3.4	Intervention will be provided to students identified as having needs through the funding of reading support positions, extra hours for staff and substitute teacher support.	Students with Disabilities	     See 3.3
3.5	All students will have access to the school library resources equitably as measured by a library schedule to support teachers in accessing this resource.	All Students	
3.6	Provide daily instruction for EL students that are targeted to their ELPAC level with instruction that includes a designated support block in addition to time with a bilingual tutor for students at a level 1 or 2 or being identified as needing additional support.	All Identified EL Students	
3.7	Teachers of Transitional Kindergarten and Kindergarten will support instruction interventions based upon student needs including but not limited to pull-out small group interventions for reading, ELD groups and SEL groups.	All Identified EL Students	

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.8	Provide expanded learning opportunities for all students through educational on campus assemblies, virtual field trips, and field trips when permitted.	All Students	7,500 LCAP  LCAP 1777 - Curriculum Enrichment
3.9	Technology use will be supported in the classrooms through the purchase, update, and repair of hardware as well as online subscriptions to learning programs and other technological resources as funds are available. Professional development and collaboration time for teachers on how to use technology and implement best practices will be provided as needed.	All Students	1,000 LCAP  LCAP 1777 - Curriculum Enrichment
3.10	A Site Leadership team will be assembled and meet monthly to review site needs/data, brainstorm ideas to increase school safety, culture and climate, and develop next steps school wide. This will be measured by review of the school calendar.	All Socioeconomically Disadvantaged Students	5,700 LCAP  LCAP 1757- Leadership Team

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We achieved the articulated goal by offering students after school intervention to move towards reading at grade level. A Site Leadership Team was assembled to meet and discuss data to implement intervention groups. Students experienced the opportunity to participate in field trips that came to the school to offer STEAM activities.

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 not any major differences between the intended implementation to meet the articulated goal for the 2024-25 SPSA.

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.

Metrics and goals were refined to prioritize the needs of Goal 3 and focus on the review of CORE data as a result of the site no longer referencing CAASPP data due to restructure of the school which now serves grades TK-2 and is outside of the CAASPP range.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Community Centered Education (VCUSD Pillar 4)

Lincoln Elementary School will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### Identified Need

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

Parent and community engagement are needed to foster a supportive educational environment and increase student success.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
.Percentage of parent attendance at parent engagement activities. Source: Parent sign in sheets.	52% of parent attendance at parent engagement activities.	62% of parent attendance at parent engagement activities.
Number of positive parent contacts per teacher for each student in the first two weeks of school. Source: Teacher log	0 positive parent contacts per teacher for each student in the first two weeks of school.	1 positive parent contacts per teacher for each student in the first two weeks of school.
Parent use of ParentSquare will increase to an average of 85 views per message or more.	Average of 61 views out of 137 contacts receiving messages	85 or more average views per message
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Source: LCAP survey		
# of activities beyond required Parent Engagement Opportunities Note: Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.	4 activities beyond required Parent Engagement Opportunities Note: Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.	# of activities beyond required Parent Engagement Opportunities Note: Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.

Source: Reporting from Parent Liaison	As of Trimester 2, School Year 2024-2025	As of Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum	0% Parent engagement as measured by % SSC meetings that met quorum	3% Parent engagement as measured by % SSC meetings that met quorum
Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	As of Trimester 2, School Year 2024-2025	As of Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred Source: Calendar/ELAC meeting schedule	% of target # of ELAC meetings occurred Source: Calendar/ELAC meeting schedule	% of target # of ELAC meetings occurred Source: Calendar/ELAC meeting schedule

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Site will increase parent engagement through more parent engagement activities such as Family Nights and Back to School Nights as well as other school wide family events to build ownership and comfort as measured by sign-in sheet for meetings and events. Supplies, attendance incentives, childcare and extra hours for staff attending will be provided.	Socioeconomically Disadvantaged Students & English Learner Students	2,525.00 LCAP  LCAP 1786 - Parent and Family Engagement  337.20 Title I  Title 1 - Parent Involvement
4.2	Site will increase parent engagement by early positive contact by teacher to parents within first two weeks of new students and maintain positive parent communication throughout the year via ParentSquare, phone calls, notes home, face to face communication etc. as measured by reporting to administrator.	Socioeconomically Disadvantaged Students & English Learner Students	
4.3	Site will provide parent workshops based on student needs such as wellness and literacy family nights which will include education and take home materials. Supplies, attendance incentives, childcare and extra hours for staff attending will be provided.	Socioeconomically Disadvantaged Students & English Learner Students	See 4.1
4.4	Site will increase participation in SSC and ELAC through training, information and active recruitment during parent engagement actives as measured by sign-in sheets for meetings.	Socioeconomically Disadvantaged Students & English Learner Students	

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

Lincoln Elementary offered many events to increase parent engagement to achieve the articulated goal.

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

Lincoln was not successful in increasing parent participation in SSC and ELAC despite many efforts to meet the articulated goal for the 2024-25 SPSA.

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.

Metrics and goals were refined to prioritize the needs of Goal 4 and focus on the review of various data sources (admin observation, sign in sheets and technology) to measure community engagement.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,822.11
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$11,317.11

Subtotal of additional federal funds included for this school: \$11,317.11

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

State or Local Programs	Allocation (\$)
LCAP	\$59,505.00

Subtotal of state or local funds included for this school: \$59,505.00

Total of federal, state, and/or local funds for this school: \$70,822.11

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCAP	59,505.00
Title I	11,317.11

## Expenditures by Budget Reference

Budget Reference	Amount
	56,042.11

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	59,505.00
	Title I	11,317.11

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,040.00
Goal 2	3,200.00
Goal 3	63,719.91
Goal 4	2,862.20

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

Name of Members	Role
Sue Kelly	Principal
Katie Trifforiot	Classroom Teacher
Normaire Mallari	Other School Staff
Zanasia Racks	Parent or Community Member
Kiara Mapp	Parent or Community Member
Dominick Ward	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/25.

Attested:

ON File

Principal, Sue Kelly on 5/22/25

ON File

SSC Chairperson, Normaire Mallari on 5/22/25

# 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 (LCAP) process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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