

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	10-62240-6006704	May 27, 2025	June 9, 2025

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

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

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

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

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

Schoolwide Program

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 SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

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

We receive input for the SPSA from the following: Parent surveys, SSC/ELAC meetings, staff meetings, staff surveys, and parent conference meetings.

Resource Inequities

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

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

No inequities have been identified at this time.

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.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.24%		0	1
African American	%	0.24%	0.72%		1	3
Asian	0.94%	1.21%	2.15%	4	5	9
Filipino	%	0.24%	0.24%		1	1
Hispanic/Latino	68.40%	68.6%	66.03%	290	284	276
Pacific Islander	%	0%	%		0	
White	26.18%	23.91%	25.36%	111	99	106
Two or More Races	3.30%	4.35%	3.83%	14	18	16
Not Reported	1.18%	1.45%	1.44%	5	6	
Total Enrollment				424	414	418

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 2	209	200	229
Grade 3	215	214	189
Total Enrollment	424	414	418

Conclusions based on this data:

- Lincoln Elementary's total enrollment has remained consistent over the past three years, with a slight increase from 414 in 2022–23 to 418 in 2023–24, indicating stable student population trends.
- The majority of students continue to identify as Hispanic/Latino (~66%), with White students as the second-largest group (~25%), reflecting ongoing demographic consistency year over year.
- Although still a small portion, there has been a gradual increase in the number of Asian and African American students enrolled, showing a slight increase in campus diversity.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	70	44	45	19.40%	16.5%	10.8%
Fluent English Proficient (FEP)	9	17	32	5.20%	2.1%	7.7%
Reclassified Fluent English Proficient (RFEP)				6.7%		

Conclusions based on this data:

1. The percentage of English Learner students has decreased from 19.4% in 2021–22 to 10.8% in 2023–24, reflecting a notable drop in EL enrollment.
2. Despite fewer EL students, the number of Reclassified Fluent English Proficient (RFEP) students has increased over the last three years, suggesting effective ELD instruction and reclassification processes.
3. The percentage of Fluent English Proficient students rose significantly from 2.1% in 2022–23 to 7.7% in 2023–24, indicating language acquisition progress for former EL students.

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	221	214		217	213		217	213		98.2	99.5	
All Grades	221	214		217	213		217	213		98.2	99.5	

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	2433.	2449.		24.88	35.68		29.49	22.54		19.82	23.00		25.81	18.78	
All Grades	N/A	N/A	N/A	24.88	35.68		29.49	22.54		19.82	23.00		25.81	18.78	

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	18.89	21.60		63.59	65.73		17.51	12.68	
All Grades	18.89	21.60		63.59	65.73		17.51	12.68	

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	21.20	25.35		57.60	59.62		21.20	15.02	
All Grades	21.20	25.35		57.60	59.62		21.20	15.02	

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	11.52	15.02		77.42	71.36		11.06	13.62	
All Grades	11.52	15.02		77.42	71.36		11.06	13.62	

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	18.89	26.76		64.98	56.81		16.13	16.43	
All Grades	18.89	26.76		64.98	56.81		16.13	16.43	

Conclusions based on this data:

1. Lincoln Elementary's overall ELA performance improved significantly, with students moving from 24.88% meeting or exceeding standards in 2021–22 to 35.68% in 2022–23, demonstrating positive instructional impact.
2. Performance in key domains like reading and writing showed gains, with more students scoring at or near standard, particularly in writing (up from 57.60% to 59.62%) and reading comprehension.
3. Guided reading, DRA assessments, and increased writing instruction contributed to the upward trend in ELA scores across grade levels.

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	221	215		217	214		217	214		98.2	99.5	
All Grades	221	215		217	214		217	214		98.2	99.5	

* 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	2432.	2448.		17.97	26.64		35.02	31.78		22.58	22.90		24.42	18.69	
Grade 11															
All Grades	N/A	N/A	N/A	17.97	26.64		35.02	31.78		22.58	22.90		24.42	18.69	

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	25.35	34.58		51.15	46.73		23.50	18.69	
Grade 11									
All Grades	25.35	34.58		51.15	46.73		23.50	18.69	

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	21.20	25.70		54.84	53.27		23.96	21.03	
All Grades	21.20	25.70		54.84	53.27		23.96	21.03	

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	17.97	30.84		70.05	54.67		11.98	14.49	
All Grades	17.97	30.84		70.05	54.67		11.98	14.49	

Conclusions based on this data:

1. Math achievement increased, with 58.42% of students meeting or exceeding standards in 2022–23 (up from 52.99% in 2021–22), reflecting growth in student understanding and application of math skills.
2. The percentage of students performing above standard in Concepts and Procedures rose from 25.35% to 34.58%, showing the positive effect of focused instruction and professional development in foundational math.
3. The consistent improvement across problem solving and reasoning domains suggests that interventions like deployment time and small group instruction are effectively supporting students.

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/eng/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
2	1504.6	1470.9		1511.0	1472.7		1497.6	1468.6		25	21	
3	1483.6	1509.6		1479.4	1499.9		1487.3	1518.6		36	18	
All Grades										61	39	

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
2	24.00	9.52		56.00	42.86		20.00	38.10		0.00	9.52		25	21	
3	2.78	22.22		47.22	55.56		41.67	22.22		8.33	0.00		36	18	
All Grades	11.48	15.38		50.82	48.72		32.79	30.77		4.92	5.13		61	39	

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
2	56.00	38.10		32.00	28.57		12.00	14.29		0.00	19.05		25	21	
3	19.44	33.33		50.00	55.56		22.22	11.11		8.33	0.00		36	18	
All Grades	34.43	35.90		42.62	41.03		18.03	12.82		4.92	10.26		61	39	

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
2	17.02	0.00		42.55	47.62		36.17	42.86		4.26	9.52		47	21	
3	3.70	11.11		18.52	50.00		51.85	33.33		25.93	5.56		27	18	
All Grades	3.28	5.13		36.07	48.72		47.54	38.46		13.11	7.69		61	39	

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
2	44.00	38.10		56.00	52.38		0.00	9.52		25	21	
3	30.56	38.89		63.89	55.56		5.56	5.56		36	18	
All Grades	36.07	38.46		60.66	53.85		3.28	7.69		61	39	

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
2	56.00	38.10		44.00	42.86		0.00	19.05		25	21	
3	30.56	50.00		58.33	38.89		11.11	11.11		36	18	
All Grades	40.98	43.59		52.46	41.03		6.56	15.38		61	39	

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
2	8.00	0.00		80.00	85.71		12.00	14.29		25	21	
3	0.00	11.11		55.56	77.78		44.44	11.11		36	18	
All Grades	3.28	5.13		65.57	82.05		31.15	12.82		61	39	

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
2	16.00	4.76		84.00	85.71		0.00	9.52		25	21	
3	13.89	38.89		80.56	61.11		5.56	0.00		36	18	
All Grades	14.75	20.51		81.97	74.36		3.28	5.13		61	39	

Conclusions based on this data:

1. 51.2% of EL students made progress on the ELPAC, showing continued language development.
2. Oral language skills are stronger than written; interventions should increase writing focus.
3. Ongoing use of interim assessments and EL-specific pacing guides support instructional alignment.

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
418	72.2%	10.8%	0.2%
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	45	10.8%
Foster Youth	1	0.2%
Homeless	18	4.3%
Socioeconomically Disadvantaged	302	72.2%
Students with Disabilities	35	8.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7%
American Indian	1	0.2%
Asian	9	2.2%
Filipino	1	0.2%
Hispanic	276	66%
Two or More Races	16	3.8%
Pacific Islander	0	0.0%
White	106	25.4%

Conclusions based on this data:

1. The school remains high-need with over 70% socioeconomically disadvantaged students.

2. The EL population is decreasing slightly, possibly due to increased reclassification.
3. Targeted strategies (e.g., SIOP, ELLevation) are aligned with these demographics.

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



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Green

English Learner Progress



Green

Conclusions based on this data:

1. Students are showing upward trends in both ELA and Math.
2. ELs and socioeconomically disadvantaged students are progressing, though gaps remain.
3. Intervention structures like RTI and iReady are helping move students toward proficiency.

School and Student Performance Data

Academic Performance English Language Arts

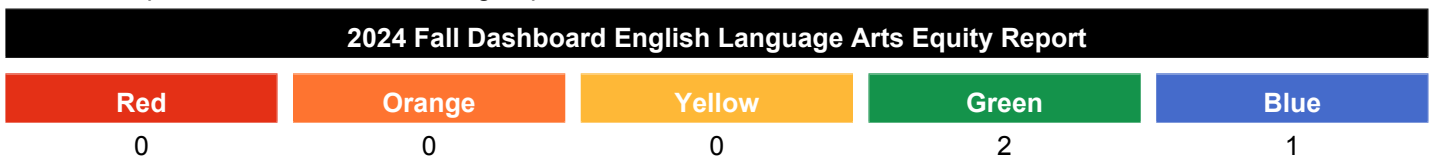
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Green</p> <p>27.1 points above standard</p> <p>Increased 9.8 points</p> <p>183 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>17.8 points above standard</p> <p>Increased 21.2 points</p> <p>27 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>13.1 points above standard</p> <p>Increased 4.0 points</p> <p>138 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 76.0 points below standard Maintained 2.2 points 21 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Hispanic</p>  <p>Blue 21.1 points above standard Increased 17.0 points 124 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Green 25.8 points above standard Declined 19.3 points 44 Students</p>

Conclusions based on this data:

1. The school is 27.1 points above standard in ELA; gains seen across subgroups.
2. Hispanic students achieved Blue status; Socioeconomically Disadvantaged students improved.
3. Focused instruction in guided reading and writing through PLCs is showing results.

School and Student Performance Data

Academic Performance Mathematics

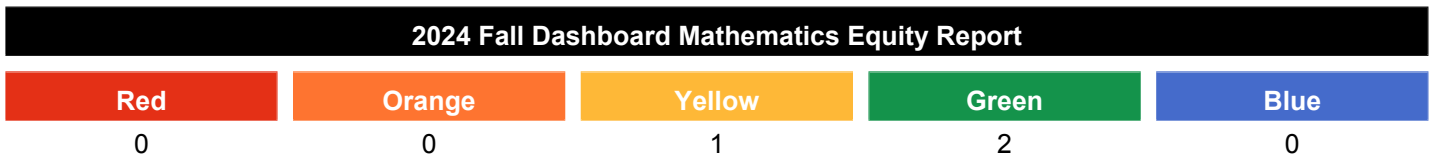
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Green</p> <p>12.2 points above standard</p> <p>Maintained 0.3 points</p> <p>183 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>8.6 points above standard</p> <p>Increased 8.1 points</p> <p>27 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>2.9 points below standard</p> <p>Declined 7.6 points</p> <p>138 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 75.1 points below standard Increased 10.5 points 21 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Hispanic</p>  <p>Green 3.1 points above standard Maintained 0.4 points 124 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Green 17.9 points above standard Declined 15.6 points 44 Students</p>

Conclusions based on this data:

1. Math performance is solid at Green, though some subgroups need additional focus (e.g., socioeconomically disadvantaged).
2. Increased teacher training and math deployment blocks are strengthening instruction.
3. Continued support through math fluency programs (e.g., iReady Math) and small group instruction is essential.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 51.2% making progress. Number Students: 43 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.3%	39.5%	2.3%	48.8%

Conclusions based on this data:

1. 51.2% of ELs made measurable progress on the ELPI scale.
2. EL students benefit from structured 150-minute ELD time weekly and use of ELPAC interims.
3. Additional professional development in ELD strategies has shown success.

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		
All Students Green 0.7% Chronically Absent Increased 0.5 434 Students	English Learners Blue 0% Chronically Absent Maintained 0 54 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless No Performance Color 0% Chronically Absent Maintained 0 22 Students	Socioeconomically Disadvantaged Green 0.9% Chronically Absent Increased 0.6 317 Students

<p>Students with Disabilities</p>  <p>Green</p> <p>2.3% Chronically Absent</p> <p>Increased 2.3</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.3% Chronically Absent</p> <p>Maintained 0.3</p> <p>288 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>0.9% Chronically Absent</p> <p>Increased 0.9</p> <p>110 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is low overall (0.7%) and improving or stable in all groups.
2. Effective site-based attendance initiatives and liaison outreach have had impact.
3. Continued emphasis on family engagement is key to maintaining low absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

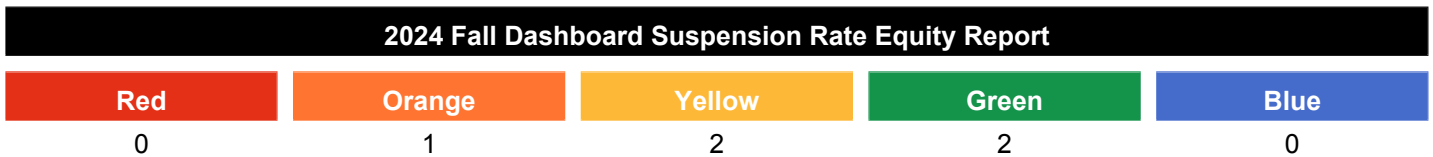
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p> Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.3%</p> <p>441 Students</p>	<p>English Learners</p> <p> Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>55 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>1.5% suspended at least one day</p> <p>Declined 0.3%</p> <p>324 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>4.5% suspended at least one day</p> <p>Declined 1.8%</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained 0%</p> <p>292 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined 1.1%</p> <p>113 Students</p>

Conclusions based on this data:

1. The suspension rate is at 1.4%, showing decline and good overall discipline management.
2. PBIS strategies and behavior alternatives are contributing to the decrease.
3. Suspension rates for ELs increased slightly—targeted support may be needed.

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.

English Language Development

Over the course of one academic year Second and Third grade EL students at Lincoln will demonstrate 1 band growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and grades.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

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.

Continued additional support for EL students. Reflect on the systems we have in place and support provided, including use of data to drive instruction.

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
ELPAC	2nd Grade: 18% (4 out of 22) scored Level 4 on ELPAC 3rd Grade: 78% (11 out of 14) scored Level 4 on ELPAC Overall Progress (Dashboard): 51.2% of ELs made progress toward English proficiency	2nd Grade: Increase to 25% or higher scoring Level 4 3rd Grade: Maintain or increase to 80% or higher scoring Level 4 Dashboard Goal: Raise EL progress to 55% or more students showing growth on ELPI

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	Involvement of staff, parents, and community: a. Annual parent/teacher conferences regarding ELPAC data and performance standards b. Communication to parents in Spanish	EL Students	0 None Specified None Specified Written goal of 100% attended parent conferences. Written copies of communication in Spanish on file and on website.

<p>1.2</p>	<p>Improvement of instructional strategies and materials and communication with parents: a. Additional reading materials, supplies, technology-printers, books, student news magazines. Professional Development and SIOP materials. b. Revisit ELlevation as a resource to better support students and staff.</p>	<p>EL Students</p>	<p>1277.30 Title I Parent Involvement 4000-4999: Books And Supplies Additional reading materials, supplies (whiteboards) - Technology (headsets with microphone, tv monitor, printers, ELMO document cameras, etc.). iReady, IXL, and Learning A-Z computer programs. 8241.12 LCFF - Supplemental 4000-4999: Books And Supplies Additional reading materials (class book sets), scholastic news, supplies, and technology. ELA and Intervention Materials, Computer Programs = iReady, Book Creator, Pebble Go, Seesaw Learning, IXL and Library Books.</p>
<p>1.3</p>	<p>Extended learning time: a) Within the instructional day - Supplemental Instructional Time (RTI - Guided Reading) - Interpreters</p>	<p>All students including EL students.</p>	<p>80,025.11 Title I Parent Involvement 2000-2999: Classified Personnel Salaries Additional help during RTI to decrease adult to child ratio. 34,013.89 Title I Parent Involvement 3000-3999: Employee Benefits Additional help during RTI to decrease adult to child ratio. 109,549.75 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional help during RTI to decrease adult to child ratio, Spanish interpreters. 65,800.69 LCFF - Supplemental 3000-3999: Employee Benefits Additional help during RTI to decrease adult to child ratio.</p>
<p>1.4</p>	<p>Staff development and professional collaboration: a. Professional development with continued focus on math b. Regularly scheduled collaboration of grade levels</p>	<p>All students</p>	<p>11,940.70 Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days. 65,830.20 LCFF - Supplemental</p>

			1000-1999: Certificated Personnel Salaries Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days and stipends.
1.5	After school tutoring for students	All students	0 None Specified None Specified
1.6	Monitoring program implementation and results a. Use of multiple measures of standards-based assessment data to inform instructional practice. b. School Site Council monitoring of the School Plan for Student Achievement.	All students	0 None Specified None Specified Data analysis
1.7	Professional Development - Dues and Memberships - Consulting Services	All students	0 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & ACSA Curriculum and Instructional Leaders Academy, Guided Reading training. Dues and Memberships - Consulting Services. iReady, IXL and Learning A-Z Computer programs. 14,220.28 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, iReady, Music Play Online subscription & Professional Development 0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

ELPAC data shows growth in 3rd grade; PLCs, designated ELD minutes, and use of ELlevation are supporting progress. Professional learning in EL strategies is evident in reclassification growth.

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

While most planned strategies were implemented effectively, professional development for ELD was flexibly adapted to accommodate district-led training. This allowed staff to receive a broader range of support, though some site-specific PDs will be re-prioritized in the coming year to deepen practice with ELLevation and writing strategies.

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.

- Continue use of ELPAC interims
- More targeted PLC cycles focused on EL progress monitoring
- Increase PD around writing for ELs (linked to ELPAC Writing Domain)

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.

Math

Students below "Standards Met" will move a minimum of 1 proficiency level in mathematics on the end of the year on the state test in Mathematics and/or on Math district benchmark tests.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

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.

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
CAASPP	CAASPP Math: 58.42% met or exceeded standards Math Dashboard: 12.2 points above standard (Green), but SED group declined -7.6 points	CAASPP Math: Increase to 60% or more students meeting/exceeding standards SED Students: Improve performance to at least 3 points above standard iReady: Decrease % of students scoring two or more grade levels below from 42% to 21%

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	Intervention during the school day for students not to proficiency. See goal #1 for expenditures	All students	0 Title I Parent Involvement 2000-2999: Classified Personnel Salaries Teachers and paraprofessionals provide intervention when needed

			<p>during the school day. See goal #1 for expenditures</p> <p>0</p> <p>Title I Parent Involvement 1000-1999: Certificated Personnel Salaries</p> <p>0</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits</p> <p>0</p> <p>Title I Parent Involvement 3000-3999: Employee Benefits</p> <p>0</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries</p>
2.2	Improvement by sharing of instructional strategies and monitoring of progress through assessments	All students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers share data, lessons, and teaching strategies during PLCs and staff meetings.</p>
2.3	After School Tutoring Program - See goal #1 for expenditures	All students	<p>0</p> <p>District Funded 0000: Unrestricted</p> <p>After school tutoring. See goal #1 for expenditures.</p>
2.4	Materials and supplies See Goal # 1 for budget expenditures	All students	<p>0</p> <p>Title I Part A: Parent Involvement 4000-4999: Books And Supplies</p> <p>Technology (headsets with microphone, printers, tv monitor, etc.) and supplies as needed throughout the year. See goal #1 for expenditures</p> <p>0</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>Supplies (math flash cards, etc.) as needed throughout the year. Whiteboards. Vertical surface whiteboards. See goal #1 for expenditures</p>
2.5	<p>Staff Development and Professional collaboration during the duty day.</p> <p>A) Professional Development</p> <p>B) Regularly scheduled collaboration of grade levels.</p> <p>See Goal # 1 for budget expenditures.</p>	All students	<p>0</p> <p>Title I Parent Involvement 1000-1999: Certificated Personnel Salaries</p> <p>if additional PD warranted throughout the year. Extra time to plan, assess, and</p>

			learn new information. Teacher planning days. See Goal # 1 for budget expenditures. 0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time to plan, assess and learn new information. Teacher planning days. See Goal # 1 for budget expenditures.
2.6	Computer Program	All students	5000 District Funded 0000: Unrestricted iReady Math, IXL
2.7	Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures	All students	0 Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. iReady and A-Z Computer programs. See goal #1 for expenditures 0 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, iReady computer program. See goal #1 for expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Deployment math, iReady, and small-group instruction boosted overall math scores. However, SED students showed a slight decline, requiring deeper scaffolding support.

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

The core components of the math goal were implemented with strong fidelity. Some rollout components, such as iReady Math access and differentiated scaffolding for socioeconomically disadvantaged students, were identified midyear as areas for deeper focus. These discoveries are now informing adjustments for even more targeted instruction next 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.

Ensure early-year access to accessibility tools

Re-emphasize tier 1 small group instruction

Monitor SED subgroup performance monthly through iReady and CAASPP interims

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.

Reading/ELA

Students below "Standards Met" will move a minimum of 1 proficiency level in ELA on the end of the year on the state test and/or on the District ELA benchmark.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

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.

Continue extra support for EL.

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
CAASPP	<p>CAASPP ELA: 59.17% met or exceeded standards</p> <p>ELA Dashboard: 27.1 points above standard (Green); 17-point increase for Hispanic subgroup</p> <p>Narrative Writing (Action Plan): Baseline – % of students scoring "0" on writing task</p>	<p>CAASPP ELA: Increase to 62% or more meeting/exceeding standards</p> <p>Narrative Writing: Decrease "0" scores by 14%</p> <p>Reading Growth: Decrease students 2+ grade levels below on iReady from 33% to 10%</p>

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	<p>Alignment of instruction with content standards:</p> <p>a) Coordination of content standards with classroom instruction</p> <p>b) Data analysis</p> <p>See Goal # 1 budget for this goal</p>	All students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Done during PD planning time and PLC's. See goal #1 for expenditures</p>

<p>3.2</p>	<p>Additional reading materials, supplies, and technology. Improvement of instructional strategies and materials: a.) Additional reading materials and supplies and technology including books. Professional Development. Guided Reading Leveled Readers. See Goal #1 budget for this goal</p>	<p>All students</p>	<p>0 Title I Parent Involvement 4000-4999: Books And Supplies Technology (Technology (headsets with microphone, printers, tv monitor, etc.), Scholastic guided reading leveled readers, Standards Plus ELA, Ready Reading, and intervention materials (six-minute solution, and other reading materials and supplies for school reopening. See goal #1 for expenditures 0 LCFF - Supplemental 4000-4999: Books And Supplies Additional reading materials (class sets), supplies, and technology. UFLI Foundations and intervention materials, Words I Use 2nd Grade. Library books. See goal #1 for expenditures.</p>
<p>3.3</p>	<p>PLCs</p>	<p>All students</p>	<p>0 None Specified None Specified Regularly scheduled teacher meetings</p>
<p>3.4</p>	<p>RTI-paraprofessional and certificated staffing. See goal #1 budget for this goal.</p>	<p>All students</p>	<p>0 Title I Parent Involvement 2000-2999: Classified Personnel Salaries Teachers and paraprofessionals provide intervention when needed during the school day for RTI. See goal #1 for expenditures. 0 Title I Parent Involvement 3000-3999: Employee Benefits 0 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0 LCFF - Supplemental 3000-3999: Employee Benefits</p>
<p>3.5</p>	<p>After School Tutoring Program</p>	<p>All students</p>	<p>0 District Funded 0000: Unrestricted Math and ELA classes. See goal #1 for expenditures.</p>

3.6	Professional development during duty day A) Professional Development B) Regularly scheduled collaboration of grade levels	All students	0 Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Full staff meetings and FCOE math training. Extra time to plan, assess, and learn new information. Teacher planning days. See goal #1 for expenditures. 0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time to plan, assess, and learn new information. Teacher planning days. See goal #1 for expenditures.
3.7	Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures	All students	0 Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. iReady and IXL Computer programs. See goal #1 for expenditures. 0 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, iReady, IXL, and SeeSaw computer programs. See goal #1 for expenditures.
3.8			0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

CAASPP and Dashboard data confirm significant improvement in reading and writing. Guided reading, writing frequency, and writing prompt alignment were key contributors.

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

Instructional strategies like guided reading and writing practice were broadly implemented and yielded strong results. A key learning this year was the need for more structured calibration time in PLCs for narrative writing tasks. The groundwork laid this year has prepared the team to align more tightly in writing expectations next 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.

Require 3x/week writing minimum

Calibrate scoring of writing prompts in PLCs

Target students scoring "0" with early interventions

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.

Parental Involvement

Parents will feel that Lincoln School is safe.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

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 survey results will maintain a high level of safety for students on the annual parent survey. Our most recent parent survey showed that only 1.6% thought Lincoln School was below average or poor on the annual survey in this safety area on the annual parent survey.

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
Chronic Absenteeism Dashboard Data	Overall: 0.7% chronically absent (Green) ELs & Homeless: 0% chronically absent (Blue) SWD: 2.3% (Green, but increased)	All Students: Maintain or decrease to 0.5% or lower SWD: Reduce to 1.5% or lower Maintain Blue for EL and Homeless students

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	Parent communication: Homework communication, Back to School Night, parent club, classroom helpers, and Open House	Parents of all students	0 LCFF - Supplemental 4000-4999: Books And Supplies Nicky Take Home Homework Communication Folders, Back to School Night materials, and Open House materials. See goal #1 for budget. Materials and Supplies (Safety items) for students returning to school.

4.2	Develop Individualized Behavior Plans: Work with the IEP team to develop BPs that address the specific behavioral challenges of each student. These plans should outline strategies for preventing and managing challenging behaviors in the classroom.	Students with disabilities	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries BCBA, counselor, BSA
4.3	PBIS: Continue to implement and refine our school-wide PBIS program, focusing on promoting positive behaviors and creating a supportive learning environment for all students. This may involve teaching and reinforcing expected behaviors, providing incentives for positive behavior, and using proactive strategies to prevent problem behaviors.	Students with disabilities	0 LCFF 4000-4999: Books And Supplies PBIS materials and supplies for student store, intramural sports, and passport day.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Site attendance initiatives, family engagement, and close monitoring of attendance data were effective in keeping chronic absenteeism among the lowest in the district. Weekly attendance team meetings and family liaison outreach contributed to this outcome.

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

The attendance intervention systems functioned well, and collaboration between the liaison, site team, and families was effective. One area for growth identified was ensuring that documentation of intervention tiers was consistent across grade levels—an improvement that will streamline supports even further next 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.

Standardize documentation for intervention tiers

Increase targeted home visits for SWD and high-risk students

Expand recognition/incentives for students with improved attendance

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

School Climate

Maintain Gold Level PBIS status

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5: Provide a positive, safe and welcoming school and district climate.

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.

Implementation of Positivity Project at a school wide level.

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
Suspension Rate	All Students: 1.4% suspension rate (Green) ELs: 1.8% (Orange, increased) SWD: 4.5% (Yellow, declined) Hispanic Students: 1.4% (Yellow, maintained)	All Students: = 1.0% ELs: Improve from Orange to Yellow or Green SWD: Decrease to = 3.5% Hispanic subgroup: Maintain or improve to Green

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
5.1	SOAR behavior expectations taught school wide	All students	0 None Specified None Specified SOAR passport day.
5.2	Communicate a welcoming school climate	All students	0 Title I 4000-4999: Books And Supplies Front Office - Chromebox - See Goal #1 for expenditures. PBIS Materials. Student Store.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PBIS systems, behavior intervention protocols, and use of positive reinforcement (e.g., Blue Slips) have helped reduce overall suspensions. Staff are utilizing restorative conversations and check-in/check-out systems with students at risk.

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

PBIS and behavior supports were implemented with overall consistency, contributing to positive results. As we continue to build a strong campus culture, we identified a need for enhanced consistency in Tier 1 strategies across all classrooms. Staff responded positively to feedback and are poised for a strong start with refreshed PBIS training.

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.

Retrain staff on PBIS expectations and consequences

Implement SEL supports specifically for EL and SWD populations

School counselor support for behavior intervention tracking and student wellness

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	\$128,740
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$395,899.04
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	\$0.00
Title I Parent Involvement	\$127,257.00
Title I Part A: Allocation	\$0.00
Title I Part A: Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: \$127,257.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$5,000.00
LCFF	\$0.00
LCFF - Supplemental	\$263,642.04
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$268,642.04

Total of federal, state, and/or local funds for this school: \$395,899.04

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
	0.00
District Funded	5,000.00
LCFF	0.00
LCFF - Supplemental	263,642.04
None Specified	0.00
Title I	0.00
Title I Parent Involvement	127,257.00
Title I Part A: Allocation	0.00
Title I Part A: Parent Involvement	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	77,770.90
2000-2999: Classified Personnel Salaries	189,574.86
3000-3999: Employee Benefits	99,814.58
4000-4999: Books And Supplies	9,518.42
5000-5999: Services And Other Operating Expenditures	14,220.28
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	District Funded	5,000.00

4000-4999: Books And Supplies	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	65,830.20
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	109,549.75
3000-3999: Employee Benefits	LCFF - Supplemental	65,800.69
4000-4999: Books And Supplies	LCFF - Supplemental	8,241.12
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	14,220.28
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	11,940.70
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	80,025.11
3000-3999: Employee Benefits	Title I Parent Involvement	34,013.89
4000-4999: Books And Supplies	Title I Parent Involvement	1,277.30
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	0.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	0.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	390,899.04
Goal 2	5,000.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

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

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

Name of Members	Role
Lauren Galli	Principal
Ashlie Johnson	Classroom Teacher
Brie Perez	Classroom Teacher
Mary Quattrin	Classroom Teacher
Ashley Valdez	Parent or Community Member
Matthew Pantages	Parent or Community Member
Laura Parkinson	Parent or Community Member
Anna Roehlk	Parent or Community Member
Niki Schulz	Parent or Community Member
Milia Staggs	Parent or Community Member
	Other School Staff

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

Recommendations and Assurances

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

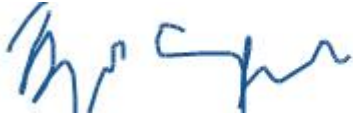
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

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

Attested:



Principal, Lauren Galli on 5/27/25



SSC Chairperson, Ashley Valdez on 5/27/25

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.

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.

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.

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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