

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln School	19-64873-6021430	October 20, 2020	November 9, 2020

Purpose and Description

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

Schoolwide Program

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

N/A

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

English Learner Advisory Committee (September 15, 2020)

Principal explained SB 98 to parents as it pertains to the needs of English learner (EL) students. Parent representative expressed the need for EL students to continue receiving language support inside and outside the classroom.

English Learner Advisory Committee (November 4, 2020)

Since ELAC members did not attend the meeting scheduled in October, this special meeting was called to review SPSA for input.

Coffee with the Principal (September 23, 2020)

Principal explained the supports in place to continue to help parents during distance learning. Parents expressed an interest in receiving ongoing technology support, so they can help students at home.

Title 1 Parent Meeting (October 7, 2020)

Principal explained the supports in place to continue to help parents during distance learning. Parents expressed an interest in receiving ongoing technology support, so they can help students at home.

School Site Council

September 22, 2020 – Instructional coaches presented the Parent Helpline hours during distance learning.

October 20, 2020 - SSC completed an analysis and review of the school plan. The committee approved all the goals and strategies for the 2020-21 school year.

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals.

Goal 1

Increase schoolwide performance in English Language Arts and provide additional support for English learner students.

Identified Need

Based on the 2019-20 and initial 2020-21 ELPAC results, there is a need to support EL students in language acquisition.

2019-20 ELPAC Summative Results

Level 1: 9%
 Level 2: 40%
 Level 3: 44%
 Level 4: 7%

2020-21 ELPAC Initials (TK, K, New Students)

Novice: 65%
 Intermediate: 26%
 IFEP: 9%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 ELPAC Summative	Level 1: 9% Level 2: 40% Level 3: 44% Level 4: 7%	The percentage of students in Level 1 will decrease by 1%. The percentage of students in the subsequent levels will increase by at least 1%.
2020-21 EOY Report Card	No baseline data: Students did not receive grades on the 2019-20 report card due to school closure mandate.	70% of all students will receive satisfactory (S) or outstanding (O) on EOY report card. 50% of all EL students will receive satisfactory (S) or outstanding (O) on EOY report card.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, English learners and students in need of additional academic support in English Language Arts.

Strategy/Activity

Continue to fund the Teacher on Special Assignment (TOSA) position. The TOSA will do as follows:

- Oversee the Multi-Tiered System of Support (MTSS) program which identifies the instructional needs of struggling students
- Provide intervention support to students
- Collaborate with SPED team and general education teachers on ways to differentiate instruction to accommodate students’ learning needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$145,192

LCAP ACADEMIC 1.43

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and English Learners

Strategy/Activity

Continue to fund the English Language Arts (ELA) coach position. The ELA coach will do as follows:

- Support the school’s implementation of Common Core Standards in all grade levels through the lens of language.
- Collaborate with TOSA to identify students that consistently struggle with foundational reading skills.

- Establish and implement an intervention system to monitor students' progress
- Provide intervention support to students
- Work with EL parents and students to help them understand the significance of the ELPAC assessment and strategies to improve performance
- Provide professional develop for teachers and training for parents to understand how to support students during distance learning.
- Collaborate with teachers to improve instructional practices. Collaboration will include lesson observations, modeling, planning, co-teaching and data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$103,112

Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue to fund the additional teacher position to avoid combination classes in fourth and fifth grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$83,508

LCAP ACADEMIC 1.43B

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to fund 50% of the Library Technician's position and renew Accelerated Reader license to promote independent reading in K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$30,588
\$10,000

Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fund teachers' extra hours for after school academic interventions and/or additional collaboration time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

19,413

Academic Intervention 1.4B -Collaboration Time
#11695

Annual Review

SPSA Year Reviewed: 2019-20

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.

ANALYSIS

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

All the strategies noted above proved beneficial during the school year prior to the mandated school closure in March 2020. Even after the closure, the TOSA, ELA coach and additional teacher continued to support students. The TOSA and the coaching team completed all the ELPAC testing prior to the school closure to have current EL information for the 2020-21 school year.

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

The intended implementation was impacted by the mandated Covid-19 school closure.

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

The 2020-21 end of year report cards will be used to measure the expected outcome.

Goal 2

Increase schoolwide achievement in mathematics.

Identified Need

All students need to continue to make progress in mathematics, using the common core standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 EOY Report Card	No base line data because students did not take district assessments, SBAC or receive grades on the EOY report card	70% of students will receive satisfactory (S) or outstanding (O) in mathematics on the EOY report card

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to fund the math coach position. The math coach will continue to do as follows:

- Provide professional development support for district initiatives such as CGI, math inquiry and math fluency.
- Support 4th and 5th grade students that have NOT mastered basic math facts
- Collaborate with teachers and teams to improve instructional practices. Collaboration will include lesson observations, modeling, planning, co-teaching and data analysis
- Provide intervention support to for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$144,276

LCAP ACADEMIC 1.43B

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase math manipulatives for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ 8,000

LCAP ACADEMIC 1.43B

Annual Review

SPSA Year Reviewed: 2019-20

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.

ANALYSIS

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

All the strategy noted above proved to be beneficial during the school year prior to the mandated school closure in March 2020. Even after the closure, the math coach continued to support students.

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

The intended implementation was impacted by the mandated Covid-19 school closure.

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

The 2020-21 end of year report cards will be used to measure the expected outcome.

Goal 3

Maintain safe and orderly learning environment and reduce chronic absenteeism.

Identified Need

There is a need to monitor attendance and communicate with parents of chronically absent students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Status Report	5% of students missed 10% of the instructional year in 2019-20	Less than 5% of students will miss 10% of the instructional year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to fund the TOSA position. TOSA will continue to do the following activities to promote positive school attendance:

- Monitor weekly attendance and provide attendance incentives for students and classrooms
- Organize perfect attendance family end of year celebrations and recognitions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Previously Budgeted	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase perfect attendance medals and academic achievement medals for students to promote positive school attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$5,500

LCAP ACADEMIC 1.43B

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to fund 30% of the Student Data Technician position. The data technician will monitor student attendance, send attendance letter to parents, conduct Student Attendance Review Team (SART) meetings with administration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$24,659

Title 1

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

Prior to school closure in March, the TOSA regularly monitored weekly attendance and perfect attendance students received certificates and medals at the trimester celebration. The data technician monitored students' attendance, send letters to parents and work with SART team to hold two SART meetings before March 2020.

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

Due to school closure, we were unable to have the end of year attendance celebrations.

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.

No changes

Goal 4

Provide opportunities for parents to receive academic and technology support throughout the school year to support students at home.

Identified Need

Based on informal input from parents during 2020 parent meetings, there is a need to provide ongoing support for parents to help them understand the expectations, as well as how to support their children during distance learning. Based on informal feedback, the SSC agreed that there is still a need for the following parent support:

Building Partnerships for Student Outcomes

- Provide parents with information and resources to support student learning and development at home.
- Educate parents on how to exercise their legal rights and how to advocate for their children in public schools.

Building Relationships

- Develop multiple opportunities for the school site to engage in 2-way communication between families and educators using language that is understandable for all families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education Classes (PIQE)	PIQE completed three class sessions prior to March 2020	PIQE will complete all the sessions and participating parents will graduate from the program in October 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Virtual Resource Hub	Prior to the 2020 school year, the school had limited resources for parents on the school's website.	By Spring 2020, parents will be able to access the school's website for technology tutorials, academic strategies and one-to-one live support.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School will offer PIQE classes to support parents' understanding of the educational system and their legal rights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$7,800

LCAP ACADEMIC 1.43B

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional coaches will create parent tutorials and provide direct support via the Parent Portal Hotline (Monday-Friday).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

Already Budgeted

N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$2,127

Title 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase mathematics and ELA supplemental materials to support the Common Core Standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$9,000

Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide standards-based field trips to provide real world experiences for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$30,000

Title 1

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

Prior to school closure in March 2020, the Parent Institute for Quality Education (PIQE) completed three in-personal class sessions for parents. Due to distance learning, the services were suspended until Fall 2020. The program will resume in October 2020 and parents will graduate at the end of October 2020. From the 2020 plan: Goal 4 Strategy #2 was completed. We acquired translation headsets during the 2019-20 school year.

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

The cost of PIQE was not taken out of the prior year's budget. The expense will be deducted from this year's plan.

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

The only changes to this goal involve how parents will receive ongoing virtual support from the instructional coaches. The support will not require any additional expense.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (Title I Allocation)	\$ 201,242
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 201,242

State, and Local Funds

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 (\$) 413,913
[List state or local program here]	\$143,913

Total of federal, state, and/or local funds for this school: \$ 615,155