

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln School	19648736021430	December 3, 2024	December 18, 2024

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 Abraham Lincoln 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 Abraham Lincoln School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This document reflects a strategic action plan to address learning deficits and increase student achievement, as measured by state and national data. This plan prioritizes high-quality Tier 1 instruction, to ensure all students receive engaging learning opportunities and differentiation as a regular part of instruction to meet the diverse learning needs within all general and special education classrooms. In addition, to enhance learning per the Every Student Succeeds Act (ESSA), regularly scheduled biweekly collaboration among teachers and staff to facilitate instructional planning driven by data regarding student progress, implementation of best practices, addressing challenges and gains teachers face in supporting students with evidence-based teaching strategies. This collaborative work also enhances the idea of a community of learning at every level, engaged in all students achieving at their highest levels.

Additional key components outlined in the plan include; 1.) An Instructional Leadership Team (ILT) comprised of grade-level teachers, an Academic Coach, and the principal, was established to analyze student data and facilitate the implementation of instructional practices that will increase student academic performance and teachers' approach to addressing the needs of all students through a district-wide focus of implementation. 2.) Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement. 3.) Targeted interventions will be implemented to improve academic outcomes for identified student groups (English Learners and Students with Disabilities), with regular monitoring. To ensure consistency of support for students showing i-Ready scores in Reading and Mathematics two or more grade levels below, we will have an intervention program that includes universal access for students to get pull-out support from an intervention teacher for reading and mathematics or support in their classroom from the classroom teacher. Data for English Learners (EL) and Students with Disabilities (SD) will be tracked to guide the implementation of their support and progress. Teachers will also work to support EL students during designated English Language Development blocks for 30 minutes each day with a focus on differentiated instruction. The Resource Specialist Teacher for SD students will work with classroom teachers to ensure the work beign done when they are pulled out supports the goals in their IEP and corrilates to the learning in the classroom. The RSP Teacher will also provide push-in minutes to support SD students in their classroom setting in small groups with general education students. 4.) Strategies to reduce chronic absenteeism will include engaging with families about the importance of regular attendance because of its impact on learning and providing resources to overcome attendance barriers that impact student attendance. Finally, support student's social and emotional growth and create an inclusive school culture that builds connectedness and a desire to be at school.

The SPSA goals are aligned with Paramount Unified's LCAP goals.

- 1) Elevate deeper learning and college, career, and life readiness (Goal 1 of SPSA)
- 2) Implement Comprehensive Professional Learning, Leading to Effective Change (Goal 2 of SPSA)
- 3) Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety (Goal 3 of SPSA)
- 4) Enhance Family and Community Engagement (Goal 4 of SPSA)
- 5) Build an Inclusive and Equitable School District (Goal 5 of SPSA)

Lastly, the plan includes initiatives to continuously develop the school culture, and promote a positive climate through social-emotional learning programs, conflict resolution training, and student recognition systems. By continuously assessing and refining strategies, the school strives to create an environment where every student can thrive academically, and empower them while cultivating a nurturing and emotionally safe environment to strengthen well-being, belonging, and sense of safety.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council

November 1, 2023

1. Needs assessment data results were presented to justify adjustments to Goals from 2022-23 for the 2023-24 SPSA. Lincoln met the goal of a 10% decrease in chronic absenteeism. All but one area of the four data points we focused on for the Title 1 parent survey revealed parent satisfaction at less than 90%.

2. Reviewed adjustments to the 2023-24 SPSA for Board approval.

? Goal 1 was altered to include Students with Disabilities (SD) as a student group we would focus on due to being an area Lincoln needs to show ATSI improvement because of SBA ELA and Math assessment results indicating a high number of SD students scoring not proficient.

? Goal 2 to include SD and English Learner student groups due to SBA ELA and Math assessment scores indicating an increase in students not scoring proficient requiring ATSI improvement.

? Goal 4 focuses on supporting parents with understanding why attendance matters to address only 70% of students not showing chronic absenteeism concerns requiring ATSI improvement.

3. Review of the school budget for 2023-24.

4. The vote to approve the SPSA was 6 in favor and 0 opposed. The vote to approve the budget was 6 in favor and 0 opposed. So, the SPSA and budget were approved by SSC for the 2023-24 school year.

February 6, 2024 - SSC convened to address the following:

1. Reviewed and approved the School Safety Plan with a vote of 5 in favor and 0 opposed.

2. Parent concerns about recess supervision and how students are taught about hate crimes on an elementary campus were discussed and addressed. Implications included training for NDAs to ensure they are knowledgeable about and follow all protocols for supervision.

3. The ELAC parents' suggestions to provide support for parents and possibly after-school tutoring for EL students were shared with SSC. It was agreed to include parent training and funding for after-school tutoring in the 2024-25 SPSA.

April 16, 2024 - SSC convened to address the following topics and needs assessment:

1. SPSA Goals for the current year were revisited and changes to goals and site funding for the following year due to changes in the district.

? The number of teachers out of the classroom will be decreased to address COVID funds coming to an end for the district. The TOSA, Math Coach, and ELA Coach will return to the classroom so the budget will no longer need to fund them in Goals 1 and 2.

? Intervention teachers will remain but their focus will change to primary grades instead of 4th and 5th grades.

? New legislation, Prop 28, will result in funding for an Art teacher for rotations.

2. Identified needs to continue support for EL students with extra support in some capacity to be included in the 2024-25 SPSA.

3. SSC members discussed support for ELD instruction with aides in 2024-25. The possibility of aides would depend on the funds the site is allocated.

May 28, 2024- SSC convened to address the following topics and needs assessment:

1. I-Ready data for Reading and Math diagnostic 3 was shared and showed grade levels met the goal for a 10% increase in students proficient in both areas of Reading and Math.

2. The preliminary budget for 2024-25 Title 1 and LCFF was outlined for the 2024-25 school year.

3. Suggestions for the SPSA goals 1-4 and strategies for 2024-25 SPSA were shared. Members agreed to the proposed goals because they still addressed a need to continue monitoring SD and EL students. SSC will revisit the goals once we get the state testing data in the fall to determine if additional strategies can be added to the plan.

4. Members discussed that intervention teachers for reading and mathematics would continue, however, the focus would be on the primary grades and early literacy.

5. A change to Goal 3 to include additional funding for NDAs to support the PlayWorks program because, in the second year, the school is expected to take on more responsibility of running the program, and the PlayWorks coach moves to be at the school two weeks each month instead of four. The members agreed this would support responsibility among students and staff and create a supportive school culture around the fun of recess.

Leadership, Staff Meetings, and Teacher Collaboration

September 2023 - December 2023:

Leadership and staff meetings were focused on reviewing state testing data and addressing identified needs through training to build staff understanding of how the Multi-Tiered System of Support and what tier 1 instructional practices need to be included to best serve student needs. During Collaboration Lead meetings, there was an emphasis on planning and then using a formative assessment to analyze across the grade level and determine how teachers would address the needs of students at their grade level. Support with Tier 2 and 3 support with reading was discussed and needs were evaluated through grade-level collaboration notes and during meetings with intervention teachers. The same needs were observed in mathematics for numbers in operations, emphasizing place value.

January 2024 - May 2024 Leadership and staff meetings focused on developing strong AVID strategies for Academic Conversations. Teachers at all grade levels participated in professional development and worked with and across grade levels to practice incorporating what was being learned into their instruction. During teacher collaboration, teachers continued to plan and analyze data around the practices they were implementing. Teacher collaboration notes revealed a need to continue the development of the skills and include opportunities to continue to develop implementation to support ELD across curricular areas. A need to incorporate regular collaboration with the intervention teachers and the grade-level teams was put into place during the 2024-25 school year.

English Learner Advisory Committee

January 16, 2024

1. Information regarding i-Ready growth data school-wide for ELs compared to non-EL students in diagnostic 1 & 2 was reviewed and discussed.
2. Data revealed that in i-Ready Reading, EL students had increased by 7% the number of students scoring proficient or exceeding grade-level standards. However, non-EL students had increased by 11%. They also decreased the number of students 2 or more grade levels below by 5% while non-ELs only decreased by 3%. A need to support EL students can be identified from the data. Parents were interested in seeing what the data for diagnostic 3 would reveal and will students make a larger improvement.
3. Why the ELPAC assessment is completed and what the ELPAC tests for was explained.
4. What the LCAP is and the need for it to be based on equity vs. equality was shared with the committee.
5. LCAP goal 2 to support high-quality teaching and learning with state standards was reviewed and members were asked to share their general reactions to the goal, what questions they had or clarifications they needed, and then what ideas they have to improve the actions and services for goal 2.
6. Parents shared they need support with how to help their children and after-school tutoring because many of them can't help their children with homework because they don't speak English themselves.

March 19, 2024

1. Information about the ELPAC test EL students take was presented to the members.
2. Samples of test questions were presented to parents so they could see what is needed for students to show proficiency.
3. Score reports for the ELPAC were shared and explained.
4. What test scores will allow students to reclassify, what reclassification means, and how Lincoln celebrates students' reclassification was presented.
5. The DELAC representative shared the information presented at the last DELAC meeting.
6. Parents shared a need to better understand the ELPAC and how students are prepared for it so it will be added to the SPSA parent involvement goal in the 2024-25 SPSA.

May 23, 2023

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

Title 1 Parent Meeting and Survey

On August 29, 2024, the principal shared the following information:

*Title 1 Overview and how Title 1 Funds are used

*Parent and Family Engagement Policy for the District and Lincoln School

*Title 1 Parent Rights

*2024-25 Smarter Balanced Performance Summary Data

*Ways parents can support their child's learning

Parents were allowed to ask questions and/or make suggestions about ways to improve the educational program.

Parents did not ask questions or make suggestions during the meeting or through the email option they were told was available on the school website.

2023-24 Title 1 Parent Survey Results for Lincoln (41% return rate)

Overall, the respondents strongly agreed or agreed 92% of the time or higher on all the questions. The lowest response was for the question that asked, "This school offers training and workshops that I can use to help my child's learning."

92% of parents responded, strongly agree and agree, so we can continue to address this throughout the 2024-25 school year through parent surveys and additional opportunities for parents to give feedback at highly attended events.

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.

N/A

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.

No red or orange performance indicators.

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.

No subgroups that are 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.

Based on a comprehensive analysis of academic performance, attendance, and school climate data for the 2023-2024 school year, a clear picture emerges of the interconnected factors influencing student progress. By integrating insights from the school-wide diagnostic assessments (i-Ready, SBA, CAST, and ELPI) with climate and attendance metrics (such as the California School Dashboard indicators and CHKS survey responses), we can identify targeted strategies to support student achievement across both academic and social-emotional domains. Here's a consolidated and integrated analysis:

Academic Achievement and Instructional Support

The academic performance data from i-Ready and SBA reveal that only 42% of students in grades 3-5 meet or exceed the benchmark in ELA and Math. Meanwhile, 22% of 5th-grade students met the benchmark in Science (CAST), and only 53.2% of English learners showed progress in language acquisition. These outcomes indicate substantial challenges in core subjects, with less than half of students achieving proficiency in critical areas.

To address these academic gaps, targeted instructional support is essential:

- **Differentiated Small-Group Instruction:** Use formative assessment data to create small groups based on specific skill gaps, especially in Math, ELA, and Science. Teachers can provide more personalized instruction within these groups to help students progress toward grade-level expectations.
- **Hands-On and Cross-Curricular Learning in Science:** With low Science performance, particularly in 5th grade, integrating inquiry-based, hands-on learning activities can help students connect theoretical concepts to practical applications.
- **Language Development for English Learners:** English learners show encouraging progress but still require ongoing language acquisition support. Structured ELD time, embedded vocabulary instruction across subjects and scaffolding will help increase their proficiency and overall academic success.

Attendance and Engagement

The cumulative attendance rate of 93.2% is strong but has room for improvement, while a chronic absenteeism rate of 37.3% (Yellow status) reveals a significant barrier to learning for a large number of students. High absenteeism negatively impacts academic continuity and can lead to disengagement from school activities and relationships.

To reduce absenteeism and improve attendance:

- **Early Intervention and Family Engagement:** Establishing an early warning system for at-risk students and engaging families in addressing attendance barriers can help reduce absenteeism. Regular communication with families about the importance of consistent attendance, coupled with incentives for good attendance, can foster a culture of commitment to school.
- **Addressing Chronic Absenteeism Through Targeted Supports:** For students facing chronic absenteeism, personalized support such as mentorship, counseling, or home visits can help address specific challenges, whether they stem from transportation, health, or family circumstances.

School Climate and Student Connectedness

The CHKS data shows that while 81% of 5th-grade students feel they have caring adults at school, only 67% feel safe, and 80% feel connected to the school. These perceptions are critical, as a positive school climate correlates directly with both attendance and academic engagement. When students feel safe, supported, and connected, they are more likely to attend regularly and engage fully in their learning.

To enhance school climate and student connectedness:

- **Strengthening Student-Teacher Relationships:** Ensuring every student feels supported by at least one adult in the school can increase their sense of belonging. Initiatives such as advisory periods, mentorship programs, and regular check-ins can help all students feel recognized and valued.
- **Improving Safety Perception:** With only 67% of students feeling safe, there is a need to create a more secure environment. Anti-bullying programs, conflict resolution strategies, and increased adult presence in common areas can make students feel safer, reducing distractions and anxiety related to safety concerns.
- **Promoting Connectedness Through Inclusive Activities:** School clubs, extracurricular activities, and student-led initiatives can increase students' sense of belonging. Activities that allow students to connect with peers and teachers in a non-academic setting build a stronger school community and contribute to emotional well-being.

Improving student progress requires a holistic approach that addresses both academic and environmental factors. Here is an integrated action plan:

1. **Academic Interventions:** Implement small-group and differentiated instruction tailored to specific learning gaps in Math, ELA, and Science. Focus on inquiry-based and cross-curricular methods, particularly in Science, to engage students actively in learning.
2. **Support for English Learners:** Enhance language development through embedded ELD support across subjects, vocabulary enrichment, and structured language practice to help English learners reach proficiency.
3. **Attendance Improvement Programs:** Develop a proactive attendance program that includes family engagement, early intervention for at-risk students, and incentives for consistent attendance. Address chronic absenteeism by providing targeted support like counseling and mentorship.
4. **School Climate Initiatives:**
 - **Strengthen Student-Adult Connections:** Ensure all students feel supported by increasing access to caring adults through mentorship programs and regular check-ins.

- **Enhance Safety Measures:** Implement anti-bullying programs, increase adult supervision in common areas, and establish clear behavioral expectations to foster a secure environment.
- **Promote School Connectedness:** Create more opportunities for student engagement outside the classroom through clubs, extracurricular activities, and school events that promote inclusivity and belonging.

5. **Professional Development for Teachers:** Equip teachers with strategies for differentiated instruction, relationship-building with students, and techniques for fostering a positive classroom environment.

The combined data highlights the need for a dual focus on academic support and school climate. By addressing instructional gaps and creating a nurturing, safe environment, the school can work towards improved academic performance, reduced absenteeism, and stronger connections among students and staff. An integrated approach that prioritizes both learning and well-being will foster a school culture that supports student progress across academic, social, and emotional domains.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Abraham Lincoln 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	0.16%	0.18%	0.20%	1	1	1
African American	5.24%	4.11%	4.13%	33	23	21
Asian	0.48%	0.54%	0.39%	3	3	2
Filipino	0.32%	0.18%	0.20%	2	1	1
Hispanic/Latino	91.43%	91.96%	92.14%	576	515	469
Pacific Islander	0.79%	1.07%	1.18%	5	6	6
White	0.48%	0.54%	1.18%	3	3	6
Multiple	1.11%	1.43%	0.59%	7	8	3
Total Enrollment				630	560	509

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	101	87	76
Grade 1	86	79	70
Grade 2	87	79	70
Grade3	86	98	79
Grade 4	139	95	96
Grade 5	131	122	94
Total Enrollment	630	560	509

Conclusions based on this data:

1. All student groups have declined over the past three years but the percentage of students in each group has remained similar with the exception of white students from 22-23 to 23-24; They doubled in population (from 0.54% to 1.18%) so we will continue to work on recruiting students to Lincoln.
2. 3rd and 5th grade cohorts remained the same from 22-23 to 23-24: 22-23 - 2nd grade – 79 students; 23-24 – 3rd grade – 79 students; 22-23 – 4th grade – 95 students; 23-24 – 5th grade – 94 students which implies our students tend to stay at Lincoln.

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	181	151	139	30.1%	28.7%	27.3%
Fluent English Proficient (FEP)	111	96	76	21.1%	17.6%	14.9%
Reclassified Fluent English Proficient (RFEP)	82	59	44	11.2%	13.0%	8.6%

Conclusions based on this data:

1. From 22-23 to 23-24 the EL students decreased by 12 students while the number of FEP students decreased by 20 which would have a greater effect on the decrease in the percentage of students identified as FEP.
2. The decrease in the percentage of EL students decreased by 2.8% from 21-22 to 23-24 but the enrollment decreased by 23% which implies our population of EL students is increasing and there are more students we need to put supports in place for.

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	85	87	73	85	86	73	85	86	73	100.0	98.9	100
Grade 4	141	95	82	141	93	81	141	93	81	100.0	97.9	98.8
Grade 5	88	118	88	88	116	87	88	115	87	100.0	98.3	98.9
Grade 11												
All Grades	314	300	243	314	295	241	314	294	241	100.0	98.3	99.2

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	2431.	2427.	2399.	30.59	29.07	23.29	18.82	22.09	12.33	25.88	19.77	27.40	24.71	29.07	36.99
Grade 4	2458.	2455.	2454.	25.53	16.13	19.75	20.57	30.11	23.46	19.15	23.66	24.69	34.75	30.11	32.10
Grade 5	2489.	2505.	2493.	17.05	17.39	20.69	31.82	29.57	26.44	18.18	32.17	22.99	32.95	20.87	29.89
Grade 11															
All Grades	N/A	N/A	N/A	24.52	20.41	21.16	23.25	27.55	21.16	20.70	25.85	24.90	31.53	26.19	32.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.82	15.12	13.70	60.00	65.12	57.53	21.18	19.77	28.77
Grade 4	17.02	11.83	9.88	63.12	66.67	69.14	19.86	21.51	20.99
Grade 5	13.64	13.04	18.39	67.05	73.91	62.07	19.32	13.04	19.54
Grade 11									
All Grades	16.56	13.27	14.11	63.38	69.05	63.07	20.06	17.69	22.82

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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	21.18	23.26	16.44	56.47	50.00	50.68	22.35	26.74	32.88
Grade 4	14.89	12.90	17.28	62.41	64.52	55.56	22.70	22.58	27.16
Grade 5	20.45	17.39	19.54	56.82	68.70	58.62	22.73	13.91	21.84
Grade 11									
All Grades	18.15	17.69	17.84	59.24	61.90	55.19	22.61	20.41	26.97

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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	10.59	9.30	6.85	80.00	80.23	76.71	9.41	10.47	16.44
Grade 4	11.35	6.45	7.41	74.47	77.42	80.25	14.18	16.13	12.35
Grade 5	11.36	9.57	14.94	76.14	80.87	64.37	12.50	9.57	20.69
Grade 11									
All Grades	11.15	8.50	9.96	76.43	79.59	73.44	12.42	11.90	16.60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.82	22.09	13.70	62.35	55.81	58.90	18.82	22.09	27.40
Grade 4	14.18	10.75	13.58	65.96	69.89	76.54	19.86	19.35	9.88
Grade 5	12.50	19.13	16.09	64.77	65.22	60.92	22.73	15.65	22.99
Grade 11									
All Grades	14.97	17.35	14.52	64.65	63.95	65.56	20.38	18.71	19.92
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. The percentage of student's overall achievement in 4th and 5th grade exceeding the standard increased from 22-23 to 23-24 by 3.3 to 3.6% while the number of 3rd grade students exceeding the standard decreased by almost double, at 5.78%. This means we will need to put additional support in place for 4th grade students in 2024-25 to impact the number of students exceeding the standard.
2. From 22-23 to 23-24 the 4th grade decreased the percentage of students below standard in research and inquiry by 10%, while 3rd and 5th grade increased 5% or more so supports for the 5th grades that improved to maintain their improvement and focus on 4th grade students to decrease students below standard.
3. The percentage of students from 3rd grade above standard in Reading, Writing, Listening, and Research and Inquiry from 22-23 to 23-24 decreased in all four areas while 4th and 5th grades decrease in only one area. The 4th grade students will need support in this area as well so we will need to strategically target students and provided focused interventions we will track during collaborations.

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	85	87	73	85	87	73	85	87	73	100.0	100.0	100
Grade 4	141	95	82	141	95	82	141	95	82	100.0	100.0	100
Grade 5	88	118	88	88	118	88	88	118	88	100.0	100.0	100
All Grades	314	300	243	314	300	243	314	300	243	100.0	100.0	100

* 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	2451.	2443.	2428.	28.24	26.44	17.81	32.94	28.74	38.36	17.65	27.59	13.70	21.18	17.24	30.14
Grade 4	2447.	2458.	2470.	7.80	16.84	13.41	24.11	18.95	28.05	41.13	40.00	37.80	26.95	24.21	20.73
Grade 5	2475.	2492.	2492.	7.95	11.02	15.91	17.05	22.88	14.77	38.64	35.59	38.64	36.36	30.51	30.68
All Grades	N/A	N/A	N/A	13.38	17.33	15.64	24.52	23.33	26.34	34.08	34.67	30.86	28.03	24.67	27.16

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	40.00	40.23	32.88	43.53	43.68	41.10	16.47	16.09	26.03
Grade 4	13.48	18.95	21.95	53.19	51.58	50.00	33.33	29.47	28.05
Grade 5	6.82	21.19	13.64	60.23	45.76	59.09	32.95	33.05	27.27
All Grades	18.79	26.00	22.22	52.55	47.00	50.62	28.66	27.00	27.16
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

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	28.24	20.69	20.55	48.24	54.02	50.68	23.53	25.29	28.77
Grade 4	10.64	12.63	12.20	53.90	51.58	59.76	35.46	35.79	28.05
Grade 5	6.82	7.63	15.91	61.36	62.71	46.59	31.82	29.66	37.50
All Grades	14.33	13.00	16.05	54.46	56.67	52.26	31.21	30.33	31.69
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

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	27.06	25.29	20.55	64.71	60.92	60.27	8.24	13.79	19.18
Grade 4	11.35	14.74	17.07	60.99	58.95	58.54	27.66	26.32	24.39
Grade 5	6.82	8.47	10.23	64.77	68.64	64.77	28.41	22.88	25.00
All Grades	14.33	15.33	15.64	63.06	63.33	61.32	22.61	21.33	23.05
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. The mean scale score for overall achievement in 4th and 5th grade has improved each year from 21-22 to 22-23 to 23-24 while the mean scale score in 3rd has decreased each year so we need to identify some targeted intervention and track students in mathematics.
2. The percentage of student's overall achievement not meeting the standard increased 2.49% and those meeting the standard decreased by 1.69 % with 3rd-5th grade from 22-23 to 23-24.
3. The percentage of student's above standard for Communicating Reasoning in 4th and 5th grade increased for but decreased in 3rd grade from 22-23 to 23-24. However, 4th grade also decreased the percentage of students below standard while 3rd and 5th grade increased implying 4th grade will benefit from interventions support.

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
K	1422.2	1415.1	1383.4	1436.3	1428.1	1394.9	1389.0	1384.4	1356.3	41	27	32
1	1428.0	1454.4	1417.9	1457.3	1474.8	1411.9	1398.1	1433.5	1423.5	25	20	14
2	1468.6	1468.7	1464.5	1469.0	1485.7	1465.1	1467.8	1451.4	1463.4	27	24	20
3	1484.5	1499.9	1483.6	1496.9	1495.7	1494.9	1471.5	1503.6	1471.9	20	27	24
4	1505.5	1503.7	1512.7	1502.1	1504.9	1507.8	1508.6	1502.1	1517.2	25	26	25
5	1513.7	1524.4	1533.2	1513.6	1517.1	1531.4	1513.3	1531.5	1534.6	22	20	21
All Grades										160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.20	14.81	6.25	36.59	14.81	34.38	29.27	51.85	34.38	21.95	18.52	25.00	41	27	32
1	4.00	10.00	0.00	32.00	30.00	28.57	36.00	50.00	28.57	28.00	10.00	42.86	25	20	14
2	0.00	8.33	5.00	59.26	37.50	40.00	33.33	37.50	35.00	7.41	16.67	20.00	27	24	20
3	5.00	11.11	8.33	35.00	59.26	41.67	50.00	18.52	33.33	10.00	11.11	16.67	20	27	24
4	12.00	11.54	28.00	36.00	61.54	40.00	48.00	15.38	16.00	4.00	11.54	16.00	25	26	25
5	13.64	20.00	33.33	27.27	60.00	33.33	59.09	10.00	23.81	0.00	10.00	9.52	22	20	21
All Grades	8.13	12.50	13.97	38.13	43.75	36.76	40.63	30.56	28.68	13.13	13.19	20.59	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.83	18.52	3.13	31.71	18.52	40.63	24.39	44.44	31.25	17.07	18.52	25.00	41	27	32
1	20.00	25.00	0.00	36.00	50.00	28.57	36.00	25.00	42.86	8.00	0.00	28.57	25	20	14
2	14.81	25.00	15.00	48.15	41.67	40.00	25.93	29.17	30.00	11.11	4.17	15.00	27	24	20
3	25.00	40.74	33.33	55.00	29.63	37.50	15.00	18.52	25.00	5.00	11.11	4.17	20	27	24
4	24.00	61.54	44.00	60.00	23.08	36.00	16.00	3.85	8.00	0.00	11.54	12.00	25	26	25
5	36.36	40.00	52.38	40.91	50.00	28.57	13.64	0.00	14.29	9.09	10.00	4.76	22	20	21
All Grades	24.38	35.42	25.00	43.75	34.03	36.03	22.50	20.83	24.26	9.38	9.72	14.71	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.32	3.70	6.25	19.51	11.11	28.13	39.02	48.15	37.50	34.15	37.04	28.13	41	27	32
1	4.00	0.00	0.00	12.00	35.00	21.43	28.00	30.00	28.57	56.00	35.00	50.00	25	20	14
2	0.00	8.33	0.00	33.33	16.67	35.00	59.26	33.33	45.00	7.41	41.67	20.00	27	24	20
3	0.00	11.11	0.00	15.00	25.93	20.83	55.00	51.85	33.33	30.00	11.11	45.83	20	27	24
4	8.00	0.00	16.00	32.00	34.62	28.00	28.00	38.46	32.00	32.00	26.92	24.00	25	26	25
5	4.55	10.00	9.52	18.18	30.00	33.33	54.55	40.00	42.86	22.73	20.00	14.29	22	20	21
All Grades	4.38	5.56	5.88	21.88	25.00	27.94	43.13	40.97	36.76	30.63	28.47	29.41	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.83	14.81	9.38	65.85	70.37	71.88	7.32	14.81	18.75	41	27	32
1	24.00	35.00	21.43	68.00	65.00	57.14	8.00	0.00	21.43	25	20	14
2	11.11	16.67	15.00	81.48	75.00	70.00	7.41	8.33	15.00	27	24	20
3	60.00	25.93	33.33	30.00	59.26	58.33	10.00	14.81	8.33	20	27	24
4	36.00	34.62	48.00	60.00	53.85	44.00	4.00	11.54	8.00	25	26	25
5	4.55	30.00	23.81	86.36	60.00	66.67	9.09	10.00	9.52	22	20	21
All Grades	26.25	25.69	25.00	66.25	63.89	61.76	7.50	10.42	13.24	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.07	25.93	15.63	63.41	51.85	53.13	19.51	22.22	31.25	41	27	32
1	12.00	30.00	0.00	76.00	60.00	64.29	12.00	10.00	35.71	25	20	14
2	22.22	56.52	15.00	62.96	39.13	75.00	14.81	4.35	10.00	27	23	20
3	45.00	48.15	47.83	50.00	40.74	39.13	5.00	11.11	13.04	20	27	23
4	24.00	57.69	44.00	68.00	30.77	44.00	8.00	11.54	12.00	25	26	25
5	68.18	70.00	66.67	27.27	20.00	23.81	4.55	10.00	9.52	22	20	21
All Grades	28.75	47.55	32.59	59.38	40.56	48.89	11.88	11.89	18.52	160	143	135

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.32	3.70	3.13	73.17	92.59	68.75	19.51	3.70	28.13	41	27	32
1	8.00	15.00	14.29	36.00	35.00	35.71	56.00	50.00	50.00	25	20	14
2	3.70	8.33	0.00	85.19	41.67	75.00	11.11	50.00	25.00	27	24	20
3	0.00	11.11	0.00	35.00	51.85	37.50	65.00	37.04	62.50	20	27	24
4	4.00	0.00	0.00	52.00	73.08	64.00	44.00	26.92	36.00	25	26	25
5	0.00	5.00	19.05	50.00	75.00	52.38	50.00	20.00	28.57	22	20	21
All Grades	4.38	6.94	5.15	58.13	62.50	57.35	37.50	30.56	37.50	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.63	18.52	34.38	36.59	25.93	31.25	48.78	55.56	34.38	41	27	32
1	4.00	10.00	0.00	44.00	75.00	64.29	52.00	15.00	35.71	25	20	14
2	7.41	8.70	15.00	85.19	65.22	70.00	7.41	26.09	15.00	27	23	20
3	10.00	33.33	4.17	80.00	62.96	66.67	10.00	3.70	29.17	20	27	24
4	16.00	11.54	28.00	76.00	65.38	64.00	8.00	23.08	8.00	25	26	25
5	18.18	30.00	19.05	77.27	60.00	80.95	4.55	10.00	0.00	22	20	21
All Grades	11.88	18.88	19.12	63.13	58.04	60.29	25.00	23.08	20.59	160	143	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Overall Language scores of level 4 increased from 12.50% to 13.47% to make a total increase of 1.47% across grades K-5th from 22-23 to 23-24 and an increase of 5.84% from 21-22 to 23-24. We have worked to incorporate more consistent practices with structured ELD instruction across grade levels that may be attributed to the increase in students over 3 years continuing to increase.
- The percentage of students in 4th and 5th grades scoring a level 4 in overall performance significantly increased by 16.45% in 4th and 13% in 5th grade from 22-23 to 23-24.
- The Reading Domain shows the greatest challenges with less than 10% of students scoring well developed and roughly a third of the students scoring beginning each year over the 3 years presented for K-5th grade. The rise in the "Beginning" level and the decrease in "Well Developed" suggest potential systemic challenges in teaching literacy skills effectively or engaging students in higher-order language skills.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
560	89.6	27	0.5
Total Number of Students enrolled in Abraham Lincoln School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	27
Foster Youth	3	0.5
Homeless	9	1.6
Socioeconomically Disadvantaged	502	89.6
Students with Disabilities	52	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.1
American Indian	1	0.2
Asian	3	0.5
Filipino	1	0.2
Hispanic	515	92
Two or More Races	8	1.4
Pacific Islander	6	1.1
White	3	0.5

Conclusions based on this data:

1. The largest student group is Hispanic students with 92% of the students enrolled falling in that category.
2. 89.6% of Lincoln students in 2022-23 were socioeconomically disadvantaged. A little over a fourth of the student population, 27%, are classified as English Learners. High poverty rates and linguistic diversity necessitate implementing regular progress monitoring systems for academic and language development to ensure students are meeting benchmarks.

School and Student Performance Data






Overall Performance

The 2023 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.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Academic Performance in mathematics and English Learner Progress were both green, reflecting a good performance level. The focused targeted interventions for 4th and 5th grades as well as consistant ELD instruction in grades 1st-5th may have been contributing factors to the improvement.

2. Chronic absenteeism is yellow, and at a midpoint and reflects the interventions put in place to support positive attendance by tracking student attendance, making contact with parents to improve attendance, and offering multiple opportunities to encourage students that were improving daily attendance.
3. The suspension rate is in the low range with a high performance rate implying the work done to support a positive school culture and utilizing our counseling resources had a positive impact of school climate.

School and Student Performance Data

Academic Performance English Language Arts

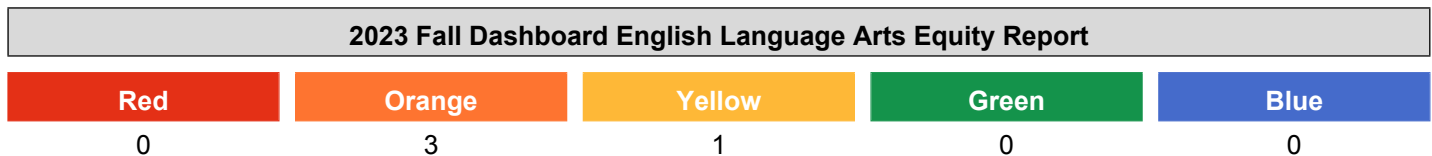
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 5.1 points below standard Increased +3.9 points 300 Students	English Learners Orange 29 points below standard Decreased -12.7 points 96 Students	Foster Youth No Performance Color 0 Students
Homeless 89.5 points below standard 11 Students	Socioeconomically Disadvantaged Orange 8.5 points below standard Maintained +0.7 points 272 Students	Students with Disabilities Yellow 55.6 points below standard Increased Significantly +30.4 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
55.1 points below standard Increased +10.4 points 11 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.1 points below standard Maintained +1.7 points 278 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.2 points below standard Increased +10.8 points 57 Students	18.2 points above standard Decreased Significantly -16.4 points 39 Students	3.3 points below standard Maintained +2.4 points 155 Students

Conclusions based on this data:

1. Students with Disabilities increased significantly by 30.4 points.
2. The data highlights disparities between Current ELs increasing 10.8 points but still 61.2 points below standard and although EO students maintained with a 2.4 point increase, they scored only 3.3 points below standard. However, RFEPs decreased significantly 16.4 points but are 18.2 points above standard. Continued efforts are needed to ensure equitable access to resources and targeted instruction for all student groups.
3. Current English Learners increased by 10.8 points but are 61.2 points below standard which implies a need for regular progress monitoring systems for academic and language development to ensure students are meeting benchmarks.

School and Student Performance Data

Academic Performance Mathematics

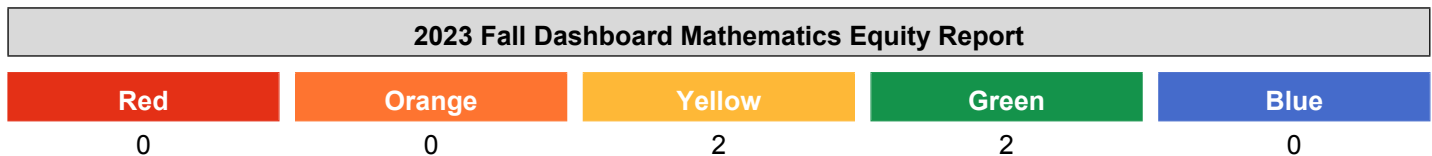
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 18.2 points below standard Increased +8.1 points 297 Students	English Learners  Yellow 32.2 points below standard Increased +9.3 points 95 Students	Foster Youth  No Performance Color 0 Students
Homeless 93 points below standard 11 Students	Socioeconomically Disadvantaged  Green 20.9 points below standard Increased +7.3 points 269 Students	Students with Disabilities  Yellow 62.4 points below standard Increased Significantly +35.3 points 31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
67.9 points below standard Increased +4 points 11 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 17.8 points below standard Increased +7.9 points 275 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.6 points below standard Increased +11.7 points 56 Students	17.1 points above standard Increased Significantly +25 points 39 Students	14.8 points below standard Maintained +2.5 points 153 Students

Conclusions based on this data:

- Students with Disabilities showed the most significant point increase when compared to other student groups with a 35.3 point increase.
- Hispanic students increased 7.9 points and African American students increased by 4 points however, Hispanic students are 17.8 points below standard but African American students are 67.9 point below. There is a need to establish data-driven progress monitoring systems to track performance trends for all groups and ensure timely interventions where needed.
- In 2023 current EL students and Reclassified EL students both increased and increased significantly, respectively, while EO students maintained performance.

School and Student Performance Data

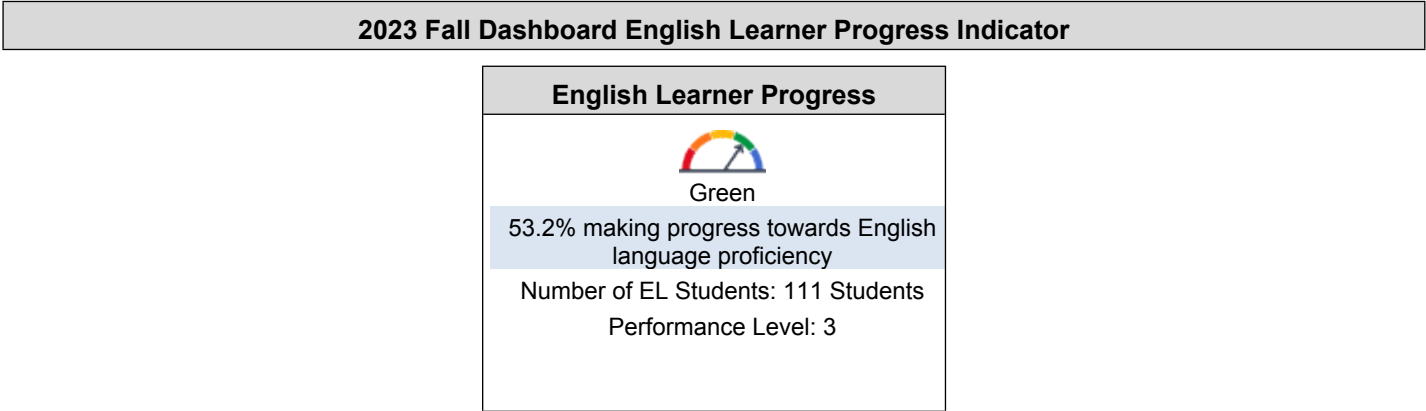
Academic Performance English Learner Progress

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

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



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.

2023 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
14	37	0	59

Conclusions based on this data:

1.

12.6% of EL students decreased one ELPI level while 33.3% of EL students maintained ELPI Levels so a focus needs to be place on identifying student ELPI levles and monitoring ELD instruction to focus on targeted inteventions with incremental goals for improvement throughout the year.
2.

More than half of EL students are making progress towards English language proficiency represented by 52.3% or 59 students out of the 111 EL students progressing at least 1 ELPI level implying a little more than half of EL students are making progress with the supports currently in place.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High

High

Medium

Low

Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



37.3% Chronically Absent

Declined Significantly -10.6

581 Students

English Learners



31.4% Chronically Absent

Declined Significantly -14.5

159 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

55% Chronically Absent

0

20 Students

Socioeconomically Disadvantaged



38.9% Chronically Absent

Declined Significantly -9.6

527 Students

Students with Disabilities




44.1% Chronically Absent

Declined -23.9

68 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
48% Chronically Absent Declined -2 25 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.3% Chronically Absent Declined Significantly -11.8 532 Students	Less than 11 Students 8 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students

Conclusions based on this data:

1. Chronic absenteeism decreased significantly by 10.6%. There was a focus on monitoring and tracking student attendance of all students and specifically monitoring students approaching chronic absenteeism to intervene and support parents training about the importance of attendance and removing barriers as they were discovered.
2. All student groups decreased the percentage of chronically absent students but Students with Disabilities showed the greatest decrease with a 23.9 decrease.
3. Chronic absenteeism of Students with Disabilities decreased but still have the highest percentage of students at 44.1%. There will need to be a continued effort to target supports and monitoring of SD students attendance to find ways to decrease chronic absenteeism in this student group.

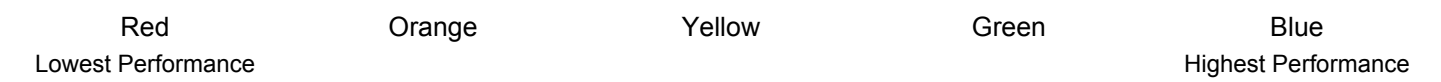
School and Student Performance Data

Academic Engagement Graduation Rate

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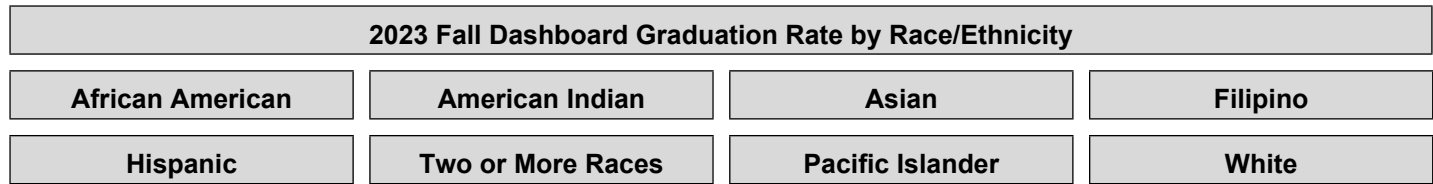
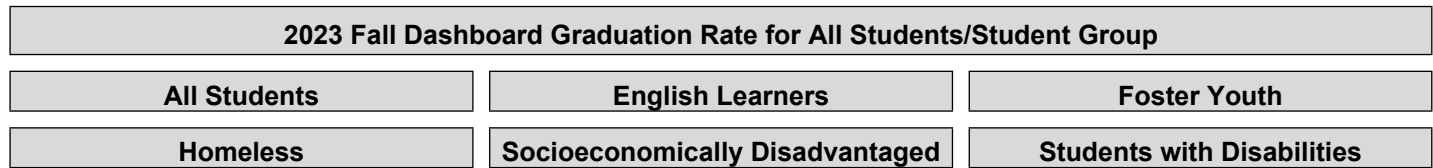
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

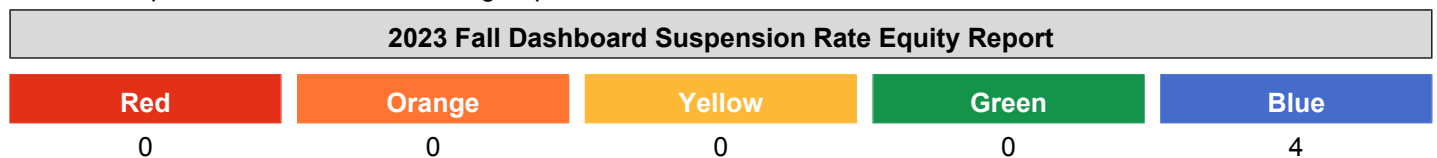
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Declined -0.6 598 Students	English Learners  Blue 0% suspended at least one day Declined -0.9 162 Students	Foster Youth Less than 11 Students 3 Students
Homeless 0% suspended at least one day 20 Students	Socioeconomically Disadvantaged  Blue 0.4% suspended at least one day Declined -0.7 539 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 68 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -4.7</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined -0.4</p> <p>547 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>

Conclusions based on this data:

1. The suspension rate of all students was low with less than 1% of all students being suspended at least one day because the rate declined in all student groups.
2. The suspension rate of Socioeconomically Disadvantaged students declined to 0.4% of students suspended at least one day while African American students declined 4.7% implying a disproportionate number of African American students were suspended because they make up half the number of SD in population. There needs to be a focus on monitoring suspensions by student groups to ensure supports are in place for all students.
3. English Learners and Students with Disabilities had no students suspended at least one day but that was a decrease for ELs but SDs maintained their 0%. This implies EL students were able to improve with the supports put in place.

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

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.

When data from the school-wide diagnostic administered through i-Ready, the Smarter Balanced Assessment (SBA) for Math and ELA, the California Science Test (CAST) within the California Assessment of Student Performance and Progress (CAASPP) System, and the English Learner Proficiency Indicator (ELPI) from the California School Dashboard is analyzed the following insights can be deduced regarding the progress of students in various areas of learning for the 2023-2024 school year:

1. SBA English Language Arts and Math Performance (Administered to 3rd-5th Grade): Both ELA and Math show that 42% of students in 3rd-5th grade met or exceeded the benchmark in both areas on these CAASPP assessments. This indicates that a little less than half of 3rd-5th grade students are performing at or above the expected level in these core subjects, suggesting a need for targeted support to help a larger percentage of students reach or exceed proficiency.
2. CAST (Administered to only 5th-Grade): Only 22% of 5th-grade students met or exceeded the benchmark in Science, which is notably lower than the performance in ELA and Math. Since less than a fourth of 5th graders met or exceeded the benchmark, this highlights Science as an area that requires additional resources, instructional practices, and intervention strategies to improve student outcomes.
3. ELPI: Based on data from the California Dashboard as reflected in the ELPI, student performance (Kindergarten - 5th grade) on the state English Language Proficiency Assessment (ELPAC) reflects that English learners showed progress, with 53.2% of students progressing in English language acquisition, as indicated by the "Green Status" on the CA School Dashboard for Fall 2023. This is a positive sign, as more than half of the English learners are advancing their language proficiency. However, continuous support will be essential to sustain and improve this progress.
4. i-Ready Assessments in Reading and Math: The data for kindergarten through 5th grade (K-5) in Reading, shows 50% of students met the typical growth target based on Diagnostic 3 results, a promising indicator of progress in literacy skills. However, in Math 46% of K-5 students met the typical growth target, 4% less than the progress achieved in Reading. It suggests more attention is needed in Math compared to student growth in Reading to ensure all students meet growth expectations.

The data analysis highlights several areas where additional support and interventions could significantly benefit student achievement and growth. In English Language Arts (ELA) and Math, only 42% of 3rd to 5th-grade students meet or exceed the benchmark. Targeted interventions to help more students reach proficiency in these critical subjects were implemented focusing on fourth and fifth grades, but some third graders were also included. Interventions were focused on foundational skills to improve overall performance.

With only 22% of 5th-grade students meeting the benchmark on the CAST assessment, increased instructional support and focused planning may be essential to improving student understanding and engagement in science. Teachers collaborated as grade-level teams to implement the science curriculum and include hands-on, real-life learning experiences during Science instruction.

English learners show progress, with 53.2% advancing in language proficiency as reflected by the ELPI. Yet, continuous refinement of instruction and engagement opportunities for students during English Language Development instructional blocks will be crucial to sustain and enhance their growth.

Reading data from i-Ready assessments show promise, with 50% of K-5 students meeting growth targets, but Math lags slightly behind with only 46% meeting expectations. This gap underscores the need for additional math-focused resources and differentiated instruction to ensure students meet growth goals across all core subjects. Independent pathways in the i-Ready program, purchasing a phonics and phonemic awareness program for first and second grade, and Tier 2 small group pull-out instruction for phonics and phonemic awareness for third through fifth grade supported reading instruction. For math, targeted interventions focusing on foundational skills through a Tier 2 pull-out program for 4th and 5th-grade students were implemented for students.

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 ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 42% School Year 2023-2024	Increase proficient students in ELA at 45% in grades 3rd-5th for 2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 42% School Year 2023-2024	Increase proficient students in Math at 45% in grades 3rd-5th for 2025.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 22% School Year 2023-2024	Increase proficient students in Science to 25% in 5th grade for 2025.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.2% making progress Green Status CA School Dashboard Fall 2023	Increase by 3% to 56.2% of students making progress in Kinder-5th grade.
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 50% Diagnostic 3 School Year 2023-2024	Reading at 52% of students achieving typical growth Diagnostic 3 school-wide.
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 46% Diagnostic 3 School Year 2023-2024	Reading at 48% of students achieving typical growth Diagnostic 3 school-wide.

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	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collaboration teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded

1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	<ul style="list-style-type: none"> • ELPAC Assessment • SIPPS • DELD instructional time • IELD instruction 	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.9	Renew Accelerated Reader license to promote independent reading in 1st-5th grade, to enable teachers to monitor student exposure to reading, comprehension, and growth in reading levels.	Students in 1st-5th grade	Monthly monitoring and celebration of student achievement towards reading goals set up in the Accelerated Reader program.	6,680 Title I Part A: Allocation Renaissance Learning, Inc. (Accelerated Reader Program)
1.10	Fund extra hours for support staff to provide academic interventions after school and additional collaboration time for teachers to plan for interventions to address the differentiated needs of students, including English Learners, to improve academic performance with a focus on math and reading.	All students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	3,776 Title I Part A: Allocation
1.11	Purchases to support academic growth. Math, language arts, and science manipulatives to reinforce concrete conceptual concepts. Materials and resources students can relate to real-life experiences that will enhance numeracy, literacy, and science cross-curricular. Resources to support AVID strategies centered around increasing the rigor at the different levels of student needs through WICOR. Books for classroom libraries and the school library so students have access to varied levels of texts, encouraging reading for enjoyment to build literacy and	All students	Purchases and use are reflected in School Site Council (SSC) minutes. ELAC and ILT agendas and minutes will reflect the identified purchases and rationale for suggested purchases. CAASPP, ELPAC, and i-Ready growth Student grades	16,000 Title I Part A: Allocation

	exposure to different types of literature.			
1.12	Fund field trips to enhance literacy and numeracy content taught at each grade level through real-life experiences that can deepen their understanding and improve academic performance.	All students	Grade levels will identify the proposed field trip destinations and expenditures and present them to the principal who will seek approval. from SSC and will be reflected in the meeting minutes.	5,397 Title I Part A: Allocation
1.13	Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation, at each grade level, for the research-based strategies shared in district ILT meetings. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next steps.	Students grades K-5th	The ILT will develop and deliver professional development to train Lincoln staff on the PUSD Framework, Focusing on the Powerful Professional Learning Cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team training.	1,000 Title I Part A: Allocation
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school	District Funded

			administration and teachers	
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

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.

N/A, since this is a new goal.

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

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

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change
--

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.

The analysis of school-wide diagnostic data for the 2023-2024 school year, using i-Ready, the Smarter Balanced Assessment (SBA) for Math and ELA, the California Science Test (CAST), and the English Learner Proficiency Indicator (ELPI) from the California School Dashboard, provides insights into student progress across various learning areas:

1. SBA English Language Arts and Math Performance (Grades 3-5): The SBA results show that 42% of students in grades 3-5 met or exceeded the benchmark in both ELA and Math. This suggests that while a substantial portion of students achieve at expected levels, over half are not meeting proficiency standards. This outcome indicates a potential need for targeted support or instructional enhancements to increase the number of students reaching or exceeding proficiency in these foundational subjects.
2. California Science Test (CAST) Performance (5th Grade): Only 22% of 5th-grade students met or exceeded the benchmark in Science. This relatively low percentage indicates focused intervention, additional resources, or adjustments in instructional practices are needed in science to improve learning outcomes. With less than a fourth of students reaching proficiency, Science may be an area of priority for curriculum enhancement and teacher support.
3. English Learner Proficiency Indicator (ELPI) Performance (Grades K-5): According to the ELPI on the California School Dashboard, 53.2% of English learners in grades K-5 demonstrated progress in English language acquisition, resulting in a "Green Status." This is an encouraging sign, as more than half of English learners are advancing in their language skills. However, sustaining and further improving this progress will likely require continued language support services to help more students reach proficiency in English.
4. i-Ready Diagnostic in Reading and Math (Grades K-5): For students in grades K-5, the i-Ready diagnostic data shows that 50% met the typical growth target in Reading, indicating steady progress in literacy. However, math scores were slightly lower than reading, with only 46% of students meeting the growth target. This suggests that while students are making gains, Math may need more focused attention compared to reading to ensure that growth targets are met consistently across subjects.

In conclusion, the data indicates positive meaningful progress for many students in Reading and English language proficiency. However, there is a clear need for additional support in Math and Science, especially to help students achieve at higher levels in these critical subjects. To address the identified gaps in student achievement, development of teacher leadership, collaborative planning time, and professional development to enhance and fine-tune instructional practices to meet the individual needs of students can help teachers provide the necessary support for students in ELA, Math, Science, and English Language Development (ELD). Providing teachers with professional development focused on differentiated instruction, using data to inform instruction and specific strategies for English learners will support efforts to meet students where they are and move them toward proficiency.

Frequent progress monitoring with data analysis so teachers regularly reviewed student progress using formative assessments and diagnostic data to adjust lessons to focus on areas where students were struggling and celebrate incremental progress to motivate students was implemented during teacher collaboration biweekly. Teachers collaborated and shared insights on effective strategies, materials, and student progress, for Math and English Language Arts instruction.

Grade-level teams worked to implement ELD instruction with scaffolds in lessons for core subjects with visual aids, graphic organizers, and sentence frames to support language comprehension. Some teachers used word banks for Science and Math vocabulary and provided visual representations of concepts. Teachers were trained on and incorporated strategies for academic conversation in their planning, such as "Think-Pair-Share," sentence starters, or group discussions, to encourage English learners to practice speaking in a structured and supportive environment to allow for authentic language practice, reinforcing language skills. Coach support and training opportunities were provided for teachers to develop text reconstruction as a strategy to develop language with ELD students. Independent pathways in the i-Ready program, purchasing a phonics and phonemic awareness program for first and second grade, and Tier 2 small group pull-out instruction for phonics and phonemic awareness for third through fifth grade supported reading instruction. For math, targeted interventions focusing on foundational skills through a Tier 2 pull-out program for 4th and 5th-grade students were implemented for students

By supporting professional development and training to support these strategies, teachers began to expand their approach to instruction to create a learning environment that better supports all students varied needs, especially those who are not yet reaching proficiency. Focused interventions, data-informed decisions, and a structured approach to each subject area will need to be continued and perfected to address the needs of students and be reflected in future data.

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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025 AVID 2025-2026 Site Plan development at the conference	District Funded
2.6	Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation, at each grade level, for the research-based strategies shared in district ILT meetings. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next steps.	Students grades K-5th	The ILT will develop and deliver professional development to train Lincoln staff on the PUSD Framework, Focusing on the Powerful Professional Learning Cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team training.	2,000 Title I Part A: Allocation

2.7	Provide funding for staff to attend conferences related to academics and or culture and climate.	All Students	Identify conferences and proposed expenditures to present to SSC for approval. Track registration and attendance for the conference. Presentation to staff or other educational partners.	5,000 Title I Part A: Allocation
2.8	Fund training and extra hours for teachers and support staff centered around a Multi-Tiered System of Supports for academics and behavior and purchasing materials and resources that will aide in addressing the differentiated needs of students in literacy, numeracy, science, students with disabilities and English language development.	All Students	Track registration and attendance for training. Presentations to staff or other educational partners. Student Study Team Meeting Schedule, Meeting Notes with signatures.	18,555 District Funded MTSS Site Funds

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.

N/A, since this is a new goal.

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

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

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

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.

The California Dashboard Suspension Rate Indicator, 2023-24 attendance data regarding cumulative attendance and chronic absenteeism across all grades, and the California Healthy Kids Survey (CHKS) administered to 5th grade students in 2023-24 school year data reveals progress and needs in several key areas related to student behavior, attendance, and school climate. Each area can impact overall student progress, as factors like attendance, safety, and connectedness are crucial for academic and social success. Here's an analysis of the data and recommendations for what is needed to improve student progress:

1. Suspension Rate Indicator (Grades TK-5):

- Current Status: The suspension rate is very low at 0.3%, with a "Blue" status, which indicates positive behavior and a well-maintained school environment. This low suspension rate suggests that the school has effective behavior management practices in place.
- Need for Improvement: While this metric is strong, the school supported positive behavior interventions and provided small group counseling and Hazel Health for short-term virtual support to address counseling needs.

2. Cumulative Attendance (Grades TK-5):

- Current Status: The cumulative attendance rate is at 93.2% for the end of the year 2023-2024. While this rate is relatively high, there is still room for improvement, as consistent attendance is essential for academic progress.
- Need for Improvement: To increase attendance rates, the school supported students facing barriers to attendance, by utilizing the School Social Worker to support families with challenges. Additionally, we recognized and rewarded good attendance, engaging families through consistent communication, and tracking data to intervene early with chronically absent students. The School Attendance Review Team met with parents of students when they got to nine unexcused absences and held meetings for families to learn about the legalities of regular school attendance with a representative from the District Attorney's office.

3. Chronic Absenteeism (Grades TK-5):

- Current Status: Chronic absenteeism is at 37.3%, with a "Yellow" status, indicating that a significant portion of students are frequently absent. This rate is relatively high and can have a direct, negative impact on student learning and engagement.
- Need for Improvement: Addressing chronic absenteeism required targeted interventions. Implementing an early warning system to identify at-risk students and provide support such as counseling, or home visits to address underlying issues was in place through the Social Worker and School Counselor as well as the Hazel Health program. Engaging families and educating them on the importance of regular attendance, offering incentives for improved attendance, and engaging opportunities for students to encourage positive attendance were supported with a field day, a movie day, and a dirt bike assembly. Parents of students when they continued to accumulate unexcused absences met with The School Attendance Review Board.

4. CHKS (5th Grade) - Survey question regarding, "Caring Adults in School":

- Current Status: In 5th grade, 81% of students feel they have caring adults at school. This percentage is high but could still improve, particularly for older grades, if they show a decline.
- Need for Improvement: To further enhance student perceptions of caring adults, all staff worked to develop and build positive student relationships. There was a focus on highlighting positive behavior and identifying behaviors that impeded others' sense of safety so we could put supports in place to help students change the behavior, or assign the School Counselor or Social Worker to check in with students and help foster a sense of belonging and support.

5. CHKS (5th Grade) - Survey question regarding Feeling Safe at School:

- Current Status: Only 67% of 5th-grade students feel safe at school, indicating an area of concern. Feeling unsafe can impact a student's ability to focus and engage in learning.
- Need for Improvement: To improve the sense of safety on campus, we implemented anti-bullying campaigns, conflict resolution, and peer mediation through our counseling team. The school could also implemented consistent school-wide behavior expectations to ensure students felt secure.

6. CHKS (5th Grade) - Survey question regarding School Connectedness

- Current Status: In 5th grade, 80% of students report feeling connected to school, a positive indicator. While this is a strong percentage, there is always room to foster greater connection, especially as students advance in grade levels.
- Need for Improvement: To increase school connectedness, the school ensured that all students had access to activities where they felt they belonged to increase their sense of connection.

By focusing on these areas within daily practices, we can create a more supportive environment that promotes positive

attendance, safety, and engagement—factors that directly contribute to better academic and personal outcomes for students.

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 Indicator (CA School Dashboard)	0.3% Blue status CA School Dashboard Fall 2023	Decrease suspension rate to 0.2%
Cumulative attendance (PUSD Dashboard)	93.2% EOY 2023-2024	Increase by 1.8% EOY 2024-25 to achieve 95%
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	37.3% Yellow status CA School Dashboard Fall 2023	Decrease chronic absenteeism by 10%
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 81%	5th: 86%
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 67%	5th: 72%
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 80%	5th: 85%

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	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices. Track CSAs' attendance and participation in scheduled training sessions on positive behavior support,	District Funded

			<p>progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	
3.2	<p>BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.</p>	All Students	<p>SEL Data (monthly/weekly attendance, suspension, counseling, etc.)</p>	<p>District Funded</p> <p>District Funded</p>
3.3	<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	All Students	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades A-G completion</p> <p>Graduation Rate (HS only)</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	District Funded
3.4	<p>Hold assemblies and events that promote a culture of safety and</p>	All students	<p>Student, parent, and teacher surveys after</p>	<p>3,000</p> <p>Title I Part A: Allocation</p>

	healthy, social-emotional, well-being of students, including, but not limited to, Safe and Civil strategies, Anti-bullying, and the importance of daily attendance.		assemblies and events, throughout the year.	
3.5	Provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance.	All students	Support staff will create presentations for parents on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	8,572 Title I Part A: Allocation
3.6	Implement enhanced behavior management training for staff with funds to establish positive reinforcement systems through programs like PlayWorks, and ensure clear communication of behavioral expectations between school and home. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, and data-driven decision-making to identify trends, and provide access to resources including mental health.	All students	Establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.	5,000 Title I Part A: Allocation
3.7	Provide funding for supplies, materials, and resources that support students learning to demonstrate empathy toward others' feelings and circumstances while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and events to recognize students who show resilience, perseverance, and grit, in overcoming challenges and refusing to be limited by their circumstances.	All Students	Identify the proposed expenditures and present them to SSC for approval. Track purchases of empathy-focused materials to ensure alignment with Lincoln PRIDE values and teach empathy, promote diversity, and recognize student resilience.	6,000 Title I Part A: Allocation

			Record the number of workshops using the new materials and collect feedback through student surveys that gather data on student impact to share with SSC. Document students honored for resilience and analyze trends in recognition. Include reflections from students on empathy and inclusivity, assessing shifts in school culture.	
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

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.

N/A, since this is a new goal.

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

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

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

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.

Based on data from the 2023-24 Title 1 survey questions that focused on parent and family engagement in a variety of ways with the school, an analysis highlighting areas of improvement and identifying performance gaps are as follows:

1. For the question asking parents their impression of how welcoming to parents the school is the following was found:
 - Outcome: 99% of families agree or strongly agree.
 - Performance: This is a high percentage, indicating that most families feel welcomed by the school. So no significant performance gap was identified.
2. For the question asking parents about their use of Parent Portal:
 - Outcome: At least once a week 71% of families report using the Parent Square (a parent portal).
 - Performance Gap: Although 71% is a majority, there's room for improvement to ensure more families are engaged digitally. Some families may not have regular access or awareness of the portal's benefits, indicating a potential gap in technology access or literacy we can work to address.
3. For the question asking parents about their engagement in school events:
 - Outcome: 100% of families find events relevant and engaging (measured as an average score of 4 or 5).
 - Performance: This high rating indicates satisfaction with school events among those who attend. However, it doesn't account for families who may not attend these events, which could represent a gap in inclusive engagement so we will continue to take note of the number of families attending events and work to increase attendance.
4. For the question asking parents about the school's work around seeking input from families:
 - Outcome: 94% of families agree important decisions are not made before the school seeks their input.
 - Performance: A solid percentage, but the remaining 6% may feel their voices aren't heard, suggesting a potential gap in engaging all families in decision-making processes when we consider that we want 100% of families to ensure inclusiveness at Lincoln.
5. For the question asking parents about their attendance at school events:
 - Outcome: 151 parents attended Open House; 158 parents attended Back to School Night; 28 parents attended Parent Education Classes
 - Performance: The lower attendance in Parent Education Classes (only 28 parents) indicates a significant engagement gap in these programs. This suggests a need for more targeted outreach or adjustment in timing, content, or format to increase attendance at opportunities parents are offered to learn about ways to support their child's academic progress.

The analysis of the annual measurable outcomes for family engagement indicates generally high satisfaction among families, with 99% feeling welcomed and 94% agreeing that the school seeks their input in decision-making. However, there are areas for improvement. While 71% of families report weekly use of the Parent Square, there is room to increase digital engagement, potentially addressing access or awareness. Relevance and engagement are rated highly by attendees for events. However, a gap in attendance was revealed, particularly in Parent Education Classes, which had only 28 participants compared to higher turnout at Open House and Back to School Night. This suggests a need for more targeted outreach and adjustments to make these classes more appealing or accessible. The school can further strengthen family engagement and close existing performance gaps with a focus on increasing Parent Portal usage, broadening event participation, and ensuring inclusive input in decision-making, .

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
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	99% School Year 2023-2024	Increase to 100% or maintain 99%
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	71% School Year 2023-2024	Increase by 4% to 75%

Families find school events relevant and engaging (Title I/LCAP Parent Survey)	100% average (4 or 5) as of June 12, 2024	100%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	94% School Year 2023-2024	Increase by 3% to 97%
Families report attending events (Title I/LCAP Parent Survey)	151 parents - Open House 158 parents - Back to School Night 28 parents -Parent Education Classes	Increase parent attendance at events by 5%

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	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.5	Extra hours for training staff to create a positive school climate and focus specifically on developing social-emotional competencies of children and adults. Tier 1 & 2 Multi-Tiered System of Support strategies to support positive behavior and a welcoming environment as part of the school culture.	All Students	Track hours and get SSC approval. Foundations for Safe and Civil Schools Implementation Second Step lessons during teacher planning Counselor and Social Worker Training and Conferences ACT/SART/SARB Training and Implementation	8,000 Title I Part A: Allocation
4.6	Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions around Parent Square to increase parent use of the platform and highly attended events to increase attendance to opportunities to learn about practices that will support student learning.	All students	Survey parents for input about events or training opportunities they would like to participate in. Track the number of family engagement events and attendance records to measure participation rates. Survey families for feedback after engagement events to	2,000 Title I Part A: Allocation

			measure changes in understanding, suggestions for improvement, and possible topics for upcoming meetings.	
4.7	Fund parent training programs, resources, and materials to support continued education for parents in best practices to support student achievement, social-emotional well-being, positive attendance practices, and support for parents of English Language Learners, and foster a positive attitude toward school and learning for students.	All student	Identify parent training programs, resources, and materials and propose expenditures to SSC for approval. Parent Sign-In for each opportunity. Parent Surveys to monitor impact for parents.	2,397 Title I Part A: Parent Involvement

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.

N/A, since this is a new goal.

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

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

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District
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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.

The data from 2023-24 CAASPP, ELPAC data represented in the CA Dashboard indicators, and i-Ready diagnostic data reveals several performance gaps among student groups, particularly affecting English Learners (EL), African American students, Hispanic students, and students with disabilities (SPED). Here's an analysis of these gaps and steps taken at Lincoln to address them:

1. CAASPP ELA Performance:

- Overall, only 42% of students met or exceeded expectations.
- Gaps: English Learners (17%), African American students (27%), and SPED students (18%) perform below the overall average. It is important to note that the SPED students include EL and African American students so there is an overlap in the data.
- Interventions: Targeted reading interventions, such as additional resources for language support programs for English Learners, and differentiated instruction for SPED students, were implemented.

2. CAASPP Math Performance:

- Similar to ELA, only 42% met or exceeded the benchmark.
- Gaps: English Learners (24%), African American students (27%), and SPED students (32%) are again performing below average.
- Interventions: Small group Tier 2 pull-out instruction for math, scaffolded instruction, and support programs focused on foundational math skills were some ways we intervened for these student groups. Engaging instructional materials tailored for diverse backgrounds could also improve engagement and understanding for African American students.

3. CAST Science Performance (5th Grade):

- Only 22% met or exceeded the benchmark.
- Gaps: English Learners (5%), African American students (0%), Hispanic students (21%), and SPED students (14%) show significant needs.
- Interventions: To engage students, hands-on science activities and collaborative learning opportunities were utilized. Incorporating language support in science instruction was done, but planning to include this during ELD instruction for English Learners to incorporate new vocabulary and speaking opportunities could support their learning. Culturally responsive science content might increase interest among African American and Hispanic students but it was not something we utilized intentionally in 2023-24 as a focus of planning.

4. English Learner Proficiency Indicator (ELPI)**:

- 53.2% of English learners are making progress.
- Gaps: While progress is being made, 12.7% of students regressed in ELPI levels, suggesting a need for sustained and perhaps more intensive English language development.
- Interventions: The ELD program was implemented four days per week for 30 minutes with some grade levels switching students, additional staff took a group of students to teach for two grade levels, and two other grade levels kept students in their classroom while non-EL students worked independently. Teachers worked to provide more opportunities to include collaborative conversations to aid EL students in their language development. More training for teachers with effective strategies for English Learners can support sustained growth.

5. i-Ready Reading and Math Assessments:

- Reading: Overall 50% of students met growth targets, but English Learners (43%), African American students (31%), and SPED students (37%) are below average.
- Math: Overall, 46% of students met growth targets, with English Learners (48%) and African American students (31%) performing lower than peers.
- Interventions: Independent pathways in the i-Ready program, purchasing a phonics and phonemic awareness program for first and second grade, and Tier 2 small group pull-out instruction of phonics and phonemic awareness for third through fifth grade supported reading instruction. For math, targeted interventions focusing on foundational skills through a Tier 2 pull-out program for 4th and 5th-grade students were implemented for students, including the groups addressed in the about data.

Summary of Steps to Address Gaps:

- ****Implement targeted reading and math interventions**** for students performing below benchmarks.
- ****Expand language development programs**** for English Learners to promote English proficiency and comprehension.
- ****Provide culturally relevant and inclusive instructional materials**** for African American and Hispanic students to increase engagement.

- ****Offer specialized support and accommodations for SPED students****, focusing on both ELA and Math skills development.
- ****Increase access to hands-on science activities and STEM resources**** to engage diverse learners and improve science understanding among low-performing groups.

These targeted interventions, tailored to the specific needs of each student group, can help close achievement gaps and support all students in reaching their academic potential.

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 ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 42% School Year 2023-2024 English Learners: 17% African American: 27% Hispanic: 41% SPED: 18% SED: 41%	Increase school-wide scores by 3% to 45% Increase English Learners, African American, Hispanic, SPED, and SED scores by 3% in each subgroup.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 42% School Year 2023-2024 English Learners: 24% African American: 27% Hispanic: 41% SPED: 32% SED: 40%	Increase school-wide scores by 3% to 45% Increase English Learners, African American, Hispanic, SPED, and SED scores by 3% in each subgroup.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 22% School Year 2023-2024 English Learners: 5% African American: 0% Hispanic: 21% SPED: 14% SED: 19	Increase school-wide scores by 3% to 25% Increase English Learners, African American, Hispanic, SPED, and SED scores by 3% in each subgroup.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.2% making progress Green Status Decreased at Least 1 ELPI Level: 12.7% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 33.6% Progressed at Least 1 ELPI Level: 53.6% CA School Dashboard Fall 2023	55.2% making progress Decrease students decreasing at Least 1 ELPI Level to 10.7% Decrease students maintaining ELPI Levels to 31.6% Increase students progressing at Least 1 ELPI Level to 55.6%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 50% Diagnostic 3 School Year 2023-2024 English Learners: 43% African American: 31% Hispanic: 50% SPED: 37%	Reading at 52% of students achieving typical growth Diagnostic 3 school-wide. Increase English Learners, African American, Hispanic, SPED, and SED scores by 2% in each subgroup.

i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 46% Diagnostic 3 School Year 2023-2024 English Learners: 48% African American: 31% Hispanic: 46% SPED: 48%	Reading at 48% of students achieving typical growth Diagnostic 3 school-wide. Increase English Learners, African American, Hispanic, SPED, and SED scores by 2% in each subgroup.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process Review of Criteria and Applications MS Master Schedule: AVID Sections	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded

	<p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>			
5.5	Fund additional programs, resources, and materials to address the differentiated needs of English Language Learners to move them toward achieving English proficiency to support their literacy and math numeracy development.	English Language Learners	Analysis of ELPI data by teachers Tracking student progress in ELD ELPAC and SBA data Input from ELAC and school staff to identify purchases	6,000 Title I Part A: Allocation
5.6	Fund extra hours for after-school academic interventions and collaboration time to plan targeted interventions for students with disabilities (SPED), African American and Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance.	All Students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	2,000 Title I Part A: Allocation
5.7	Purchase manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development.	All Students	Purchases will be identified, purposed, and approved by SSC. ELAC and ILT will identify purchases and provide the rationale for suggested purchases to present to the SSC for approval.	8,000 Title I Part A: Allocation
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

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.

N/A, since this is a new goal.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,377.00
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 Part A: Allocation	\$88,425.00
Title I Part A: Parent Involvement	\$2,397.00

Subtotal of additional federal funds included for this school: \$90,822.00

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 (\$)
District Funded	\$18,555.00

Subtotal of state or local funds included for this school: \$18,555.00

Total of federal, state, and/or local funds for this school: \$109,377.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	2,397	0.00
Title I Part A: Allocation	88,425	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	18,555.00
Title I Part A: Allocation	88,425.00
Title I Part A: Parent Involvement	2,397.00

Expenditures by Budget Reference

Budget Reference	Amount
	18,572.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	18,555.00
	Title I Part A: Allocation	88,425.00
	Title I Part A: Parent Involvement	2,397.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,853.00
Goal 2	25,555.00
Goal 3	22,572.00
Goal 4	12,397.00
Goal 5	16,000.00

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
Anastasia Ferrarer-Bias	Principal
Maria Salazar	Other School Staff
Rosa Bentancourt	Parent or Community Member
Allen Gomez	Parent or Community Member
Ronald Adams	Parent or Community Member
Momica Betancourt	Parent or Community Member
Veronica Gutierrez	Parent or Community Member
Nelline Consalvo	Classroom Teacher
Maria Conant	Classroom Teacher
Verenise Zacarias	Classroom Teacher

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 12/3/24.

Attested:



Principal, Anastasia Ferrarer-Bias on 12/3/24



SSC Chairperson, Rosa Bentancourt on 12/3/24

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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