

School Year:

2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln Elementary School	49709126052153	May 17, 2023	

Contact Person: Jeanine Wilson

Position: Principal

Phone Number: 707-890-3940

Address: 850 West Ninth St.
Santa Rosa, CA 95401

E-mail Address: jwilson@srcs.k12.ca.us

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Abraham Lincoln Elementary School has been identified as an ATSI school in the following areas; English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

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

A comprehensive needs assessment was conducted to gather information and analyze student achievement data, particularly the needs of the student groups identified as needing additional targeted instruction to guide our plan specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities, Socioeconomically Disadvantaged Students. The process included stakeholder involvement including our English Learner Advisory Committee (ELAC), School Site Council (SSC), Language Acceleration Review Committee (LARC), Staff and Teachers. During these meetings with stakeholders there were opportunities to ask questions, give feedback, share ideas. Stakeholders also were able to view and analyze student achievement data to guide our instructional plan. All stakeholder feedback was used to make any modifications or changes when needed. The process consisted of analyzing a variety of data points from the California State Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward. The development of the plan includes strategies and opportunities for students at Abraham Lincoln to meet the academic state standards as outlined in goal 1 of our SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Lincoln administration meets monthly with the various stakeholders such as the School Site Council (SSC), English Learner Advisory Committee (ELAC) and staff for the evaluation of effectiveness, in addition to the Language Acceleration Review Committee (LARC) four times a year. Throughout the year, multiple discussions are held regarding what areas of strength and growth are needed for the school and how we as a school can support our students, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities, Socioeconomically Disadvantaged Students and families. Staff input is discussed and gathered at staff meetings. The principal provides the school plan and budget for the various stakeholders to review and discuss together. The voices of parents and staff are shared and implemented into the school plan and budget. Once the school plan and budget are developed through all the various stakeholders, the school plan and budget are voted on and passed.

Parent Square is a communication platform that immediately translates into the recipient's preferred language. Communication through this platform has increased so as a school we have received a lot more feedback/communication from parents on what is and is not working, in order to adjust our SPSA accordingly.

SSC: met and approved the current SPSA on 5/17/23. We met to evaluate our Title 1 activities for inclusion into the 2023-2024 SPSA. We meet monthly to review and update as need be.

ELAC: met and gave input on the SPSA on 5/11/23. We will continue to meet monthly.

Staff meetings: meet monthly and provided feedback on the SPSA .

Resource Inequities – Required for CSI / ATSI

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

As part of the comprehensive needs assessment process resource inequities were identified based on demographic information data, Youth Truth, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, Staff Meetings, and state indicators with the intent of creating long term goals identified by measurable outcomes, reviewed and updated annually. The goals include evidence-based interventions and strategies focusing on student outcomes. Additionally, the ATSI plan identified resource inequities which included a review of the previous SPSA budgeting to address and focus on sub groups identified for ATSI.

From the 2022-2023 needs assessment survey, the following are areas of need:

1. Parents would like to have more information and understanding on the protocol of how an English Learner is identified, monitored and assessed.
2. Parents would like to have more understanding of the Reclassification process.
3. Parents would like to have more information and understanding of how the English Language Proficiency for California (ELPAC) impacts the student's education.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.37%	1%	1	1	3
African American	0.7%	0.37%	0.33%	2	1	1
Asian	1.1%	1.47%	1.34%	3	4	4
Filipino	0.7%	0.73%	0.67%	2	2	2
Hispanic/Latino	92.2%	91.58%	88.96%	249	250	266
Pacific Islander	0.4%	0.37%	0.33%	1	1	1
White	3.3%	4.40%	6.02%	9	12	18
Multiple/No Response	1.1%	0.73%	1.34%	3	2	4
Total Enrollment				270	273	299

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	40	54	60
Grade 1	40	28	45
Grade 2	38	38	36
Grade 3	48	36	37
Grade 4	41	43	36
Grade 5	35	41	45
Grade 6	28	33	40
Total Enrollment	270	273	299

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	144	176	191	53.3%	64.5%	63.9%
Fluent English Proficient (FEP)	59	47	45	21.9%	17.2%	15.1%
Reclassified Fluent English Proficient (RFEP)	4	37	32	2.8%	17.4%	14.3%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
273	67.8	64.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Abraham Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	176	64.5
Foster Youth		
Homeless	2	0.7
Socioeconomically Disadvantaged	185	67.8
Students with Disabilities	69	25.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	1	0.4
Asian	4	1.5
Filipino	2	0.7
Hispanic	250	91.6
Two or More Races	2	0.7
Pacific Islander	1	0.4
White	12	4.4

Conclusions based on this data:

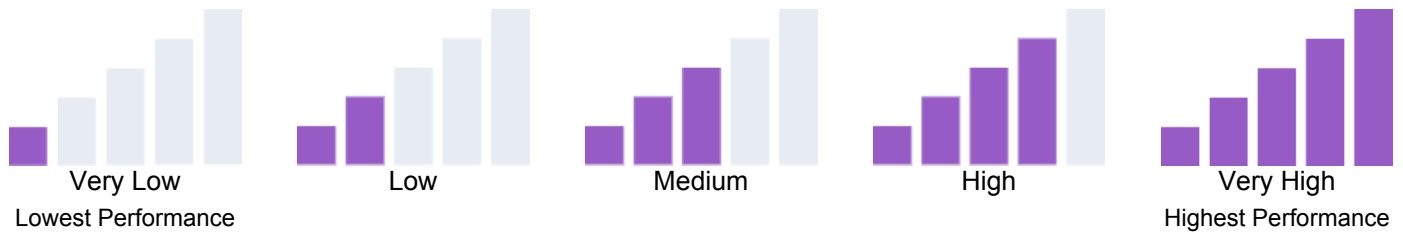
1. The population of Abraham Lincoln is 64.5% English Learners, therefore there is more needs for opportunities to support the growth of their English language development. In addition to increasing opportunities to support EL students' growth, is to provide professional development for teachers to increase their skills to support English language learners.
2. The population of Abraham Lincoln is 67.8% of Socioeconomically Disadvantaged, therefore partnerships and opportunities to support these families is needed. Abraham Lincoln will need to continue to partner with Redwood Food Bank to support families with free food weekly, in addition to other partnerships such as Farmers of America.
3. The population of Abraham Lincoln has 64.5% English Learners, therefore providing all materials to be available in both English and Spanish is needed, in addition to providing opportunities for parents who want support in learning English themselves.

School and Student Performance Data

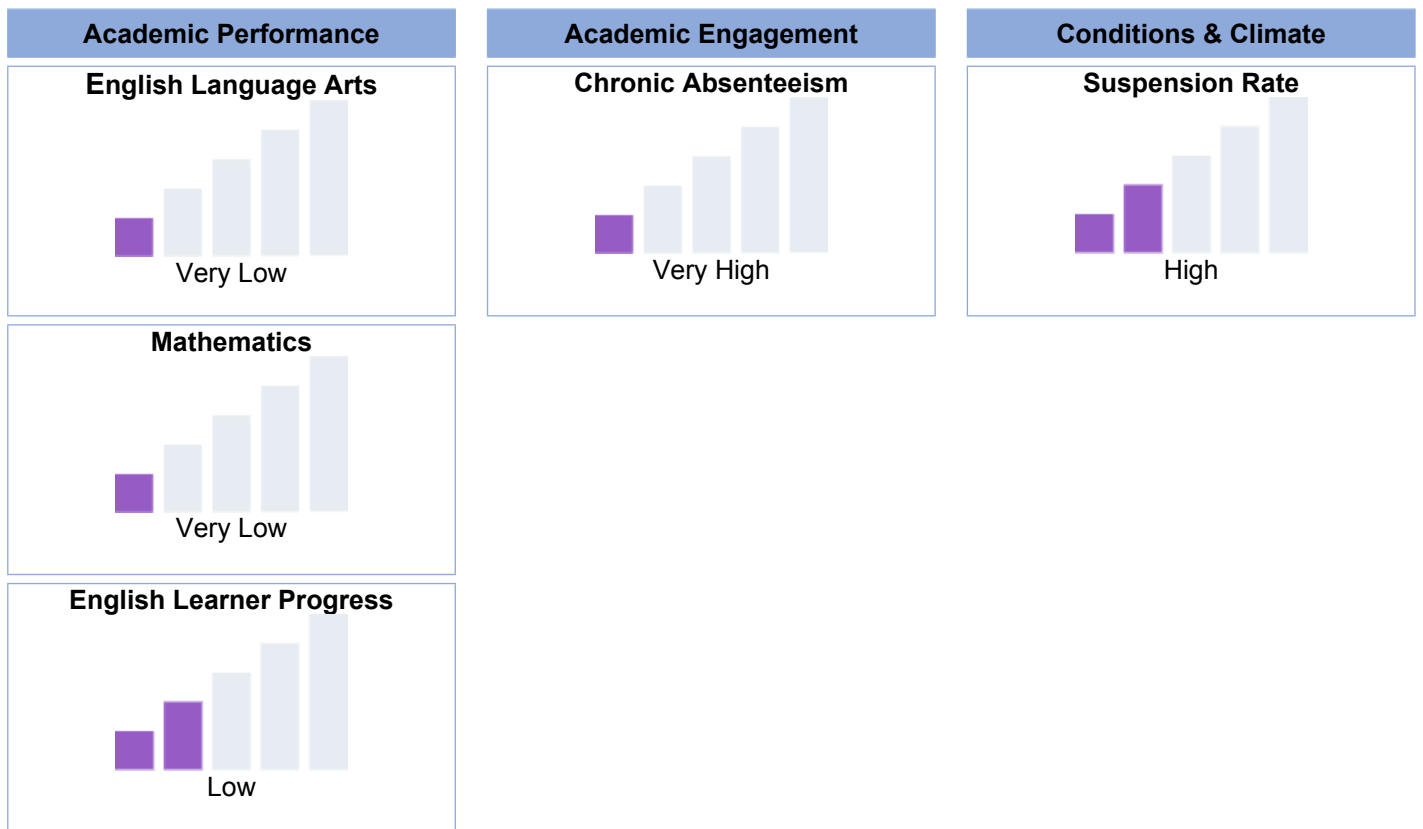
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The data concludes there is a significant need for academic performance support. Abraham Lincoln will provide opportunities to support students' both during the day through intervention, as well as after school support.
2. The data concludes there is a high rate of suspension. The implementation of Restorative practices and Positive Behavioral Interventions and Supports (PBIS) is necessary to support student behaviors, along with daily counseling availability.

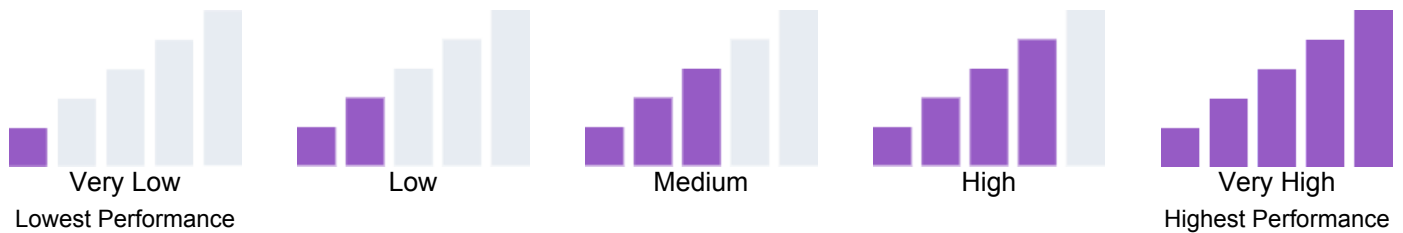
3. There is a very high rate of chronic absenteeism which indicates the need for consistent communication and relationships with families about attendance, implementing incentives for attendance, in addition to adhering to Santa Rosa City School's truancy policy.

School and Student Performance Data

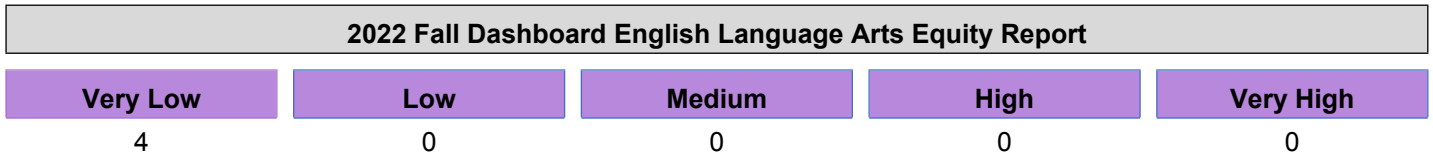
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

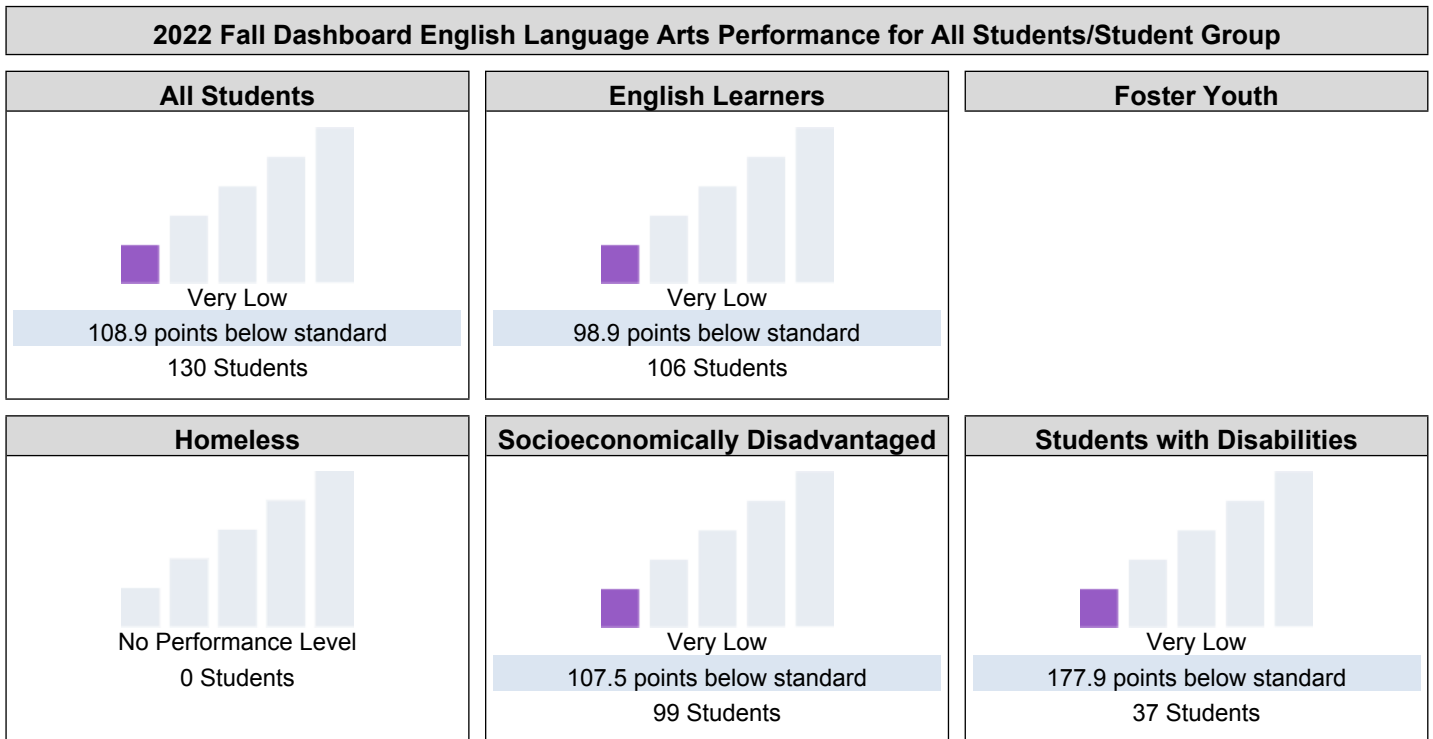
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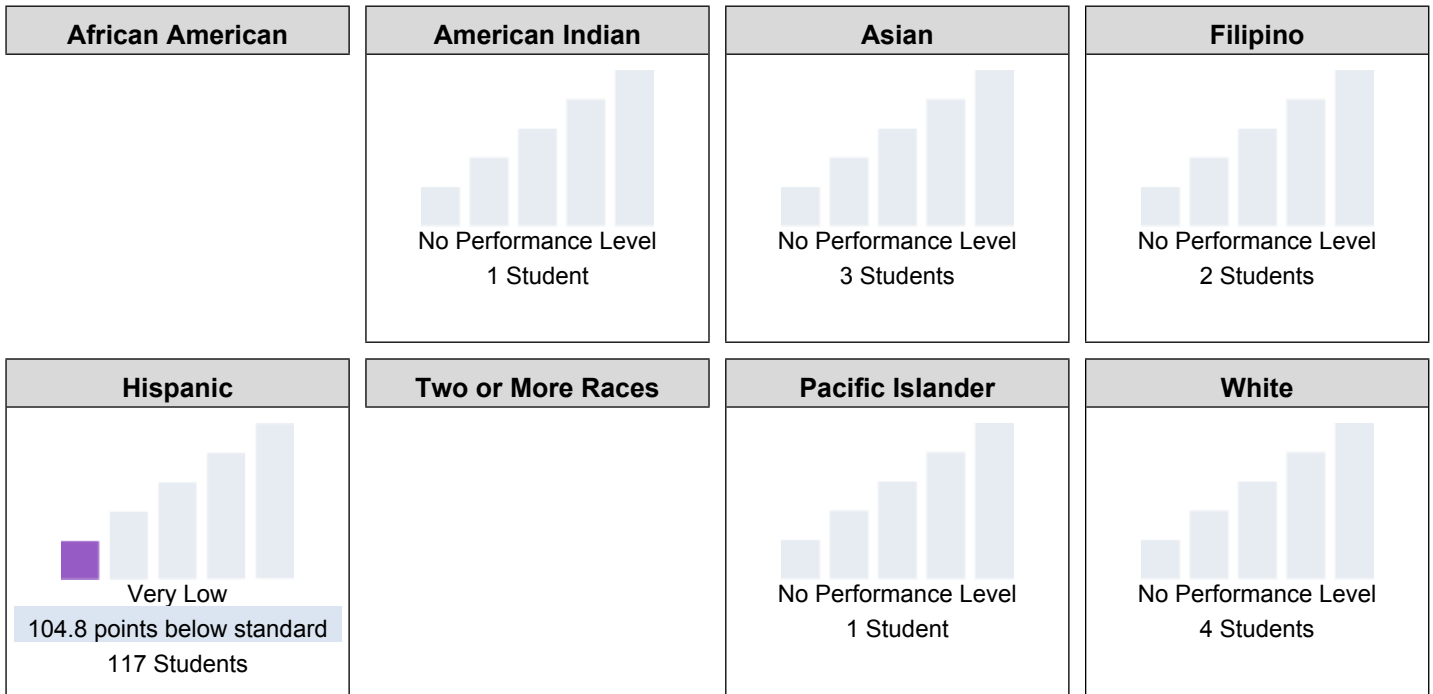
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.2 points below standard 70 Students	65.4 points below standard 38 Students	164.9 points below standard 20 Students

Conclusions based on this data:

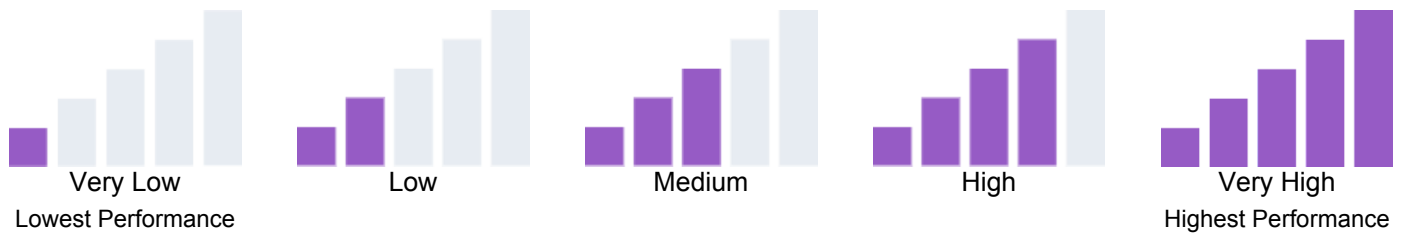
1. To increase the low performance in English Language Arts for all students, professional development for teachers' to increase their instructional knowledge and skills would be beneficial.
2. It is important for administration to have continual reflection and feedback with teachers about instructional practices, guidance of critical thinking, as well as increased rigor of curriculum. Increasing DOK 3 & 4 practices in the classroom.
3. The monitoring of English Learners, as well as Reclassified English Learners is necessary, as well as to continue with implementing interventions for students.

School and Student Performance Data

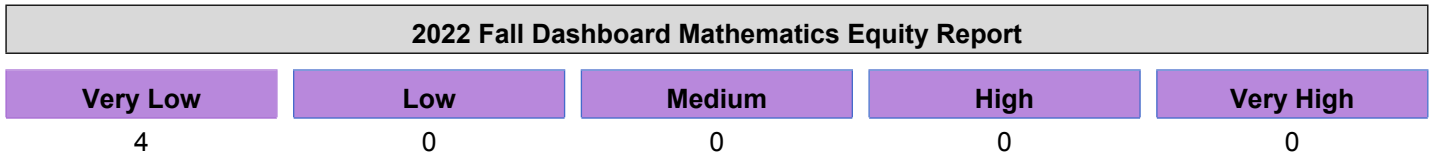
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

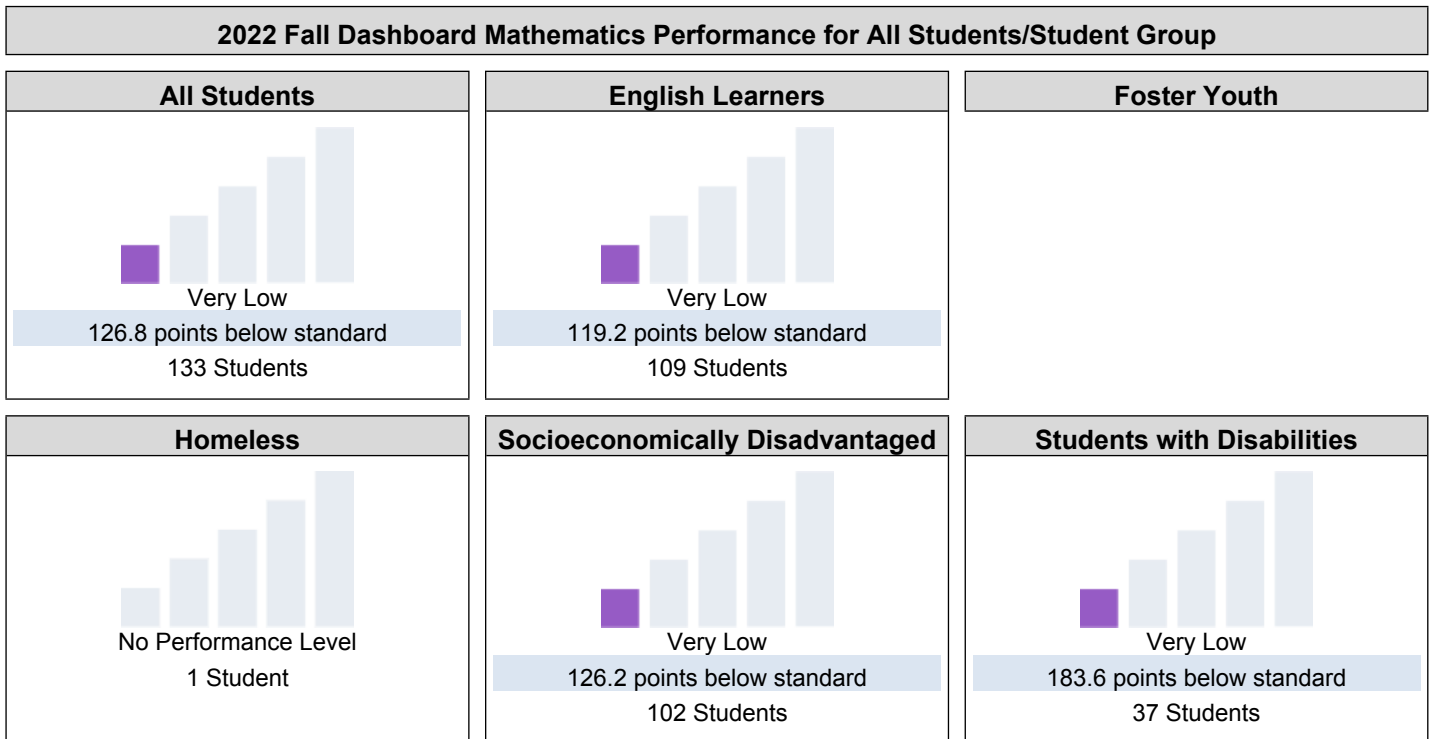
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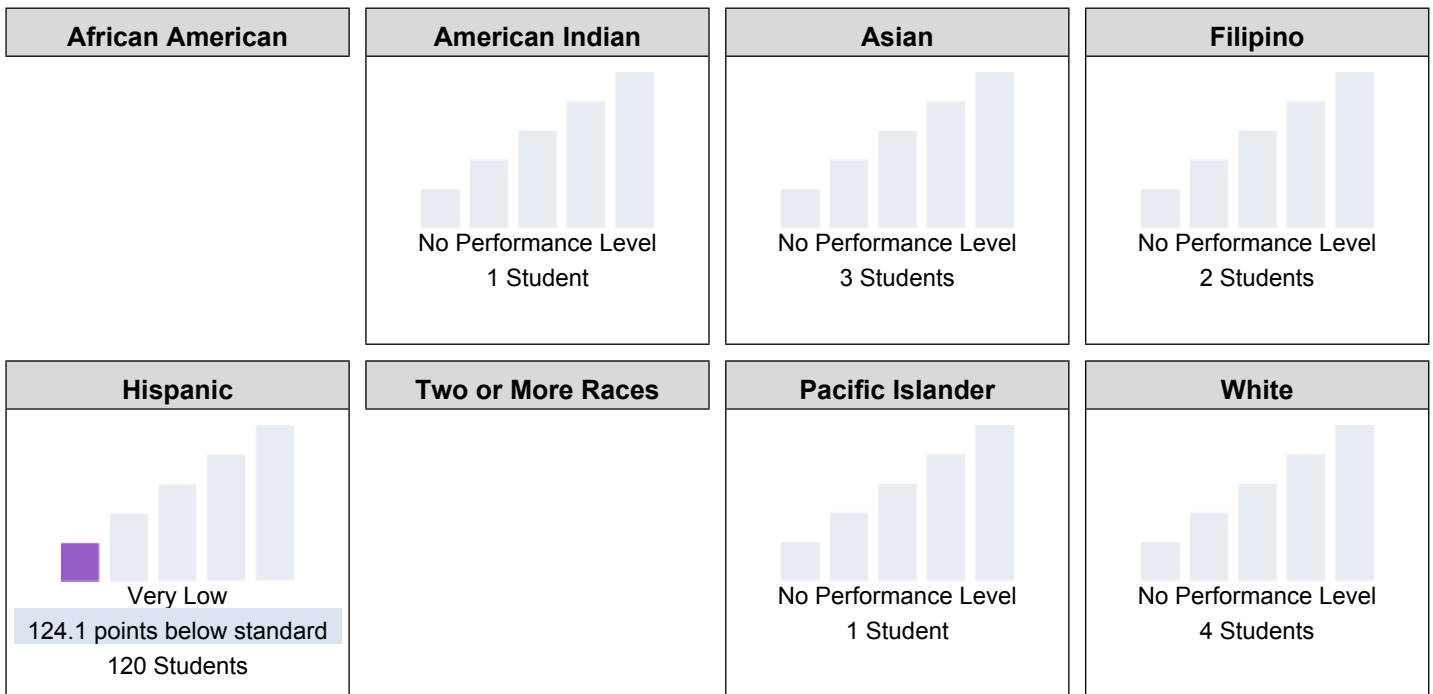
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>129.0 points below standard 73 Students</p>	<p>107.1 points below standard 38 Students</p>	<p>166.2 points below standard 20 Students</p>

Conclusions based on this data:

1. It is important for administration to have continual reflection and feedback with teachers about instructional practices, guidance of critical thinking, as well as increased rigor of curriculum of mathematics for all students. Increasing DOK 3 & 4 practices in the classroom.
2. To increase the low performance in Mathematics all students, professional development for teachers' to increase their instructional knowledge and skills would be beneficial.
3. Students with disabilities will benefit from mathematical resources being provided to support the increase of mathematical skills and concepts.

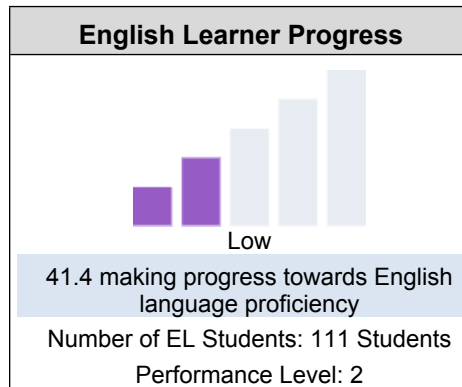
School and Student Performance Data

Academic Performance English Learner Progress

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
18.9%	39.6%	0.0%	41.4%

Conclusions based on this data:

1. Students' English Language Acquisition results are progressing with daily minimum of 30 minutes of Designated ELD time focusing on speaking, reading and writing.
2. Increasing additional supports and techniques throughout the school day would be beneficial for English Learners towards their English Language proficiency, in addition to their minimum 30 minutes of Designated ELD time.
3. Support teachers with strategies and professional development, such as Orton -Gillingham and GLAD strategies to implement in the classroom would strengthen instructional techniques for English Learners.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

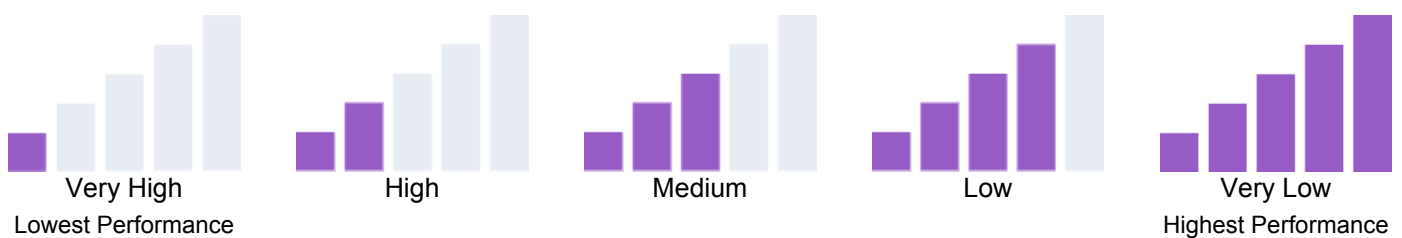
School and Student Performance Data

Academic Engagement Chronic Absenteeism

Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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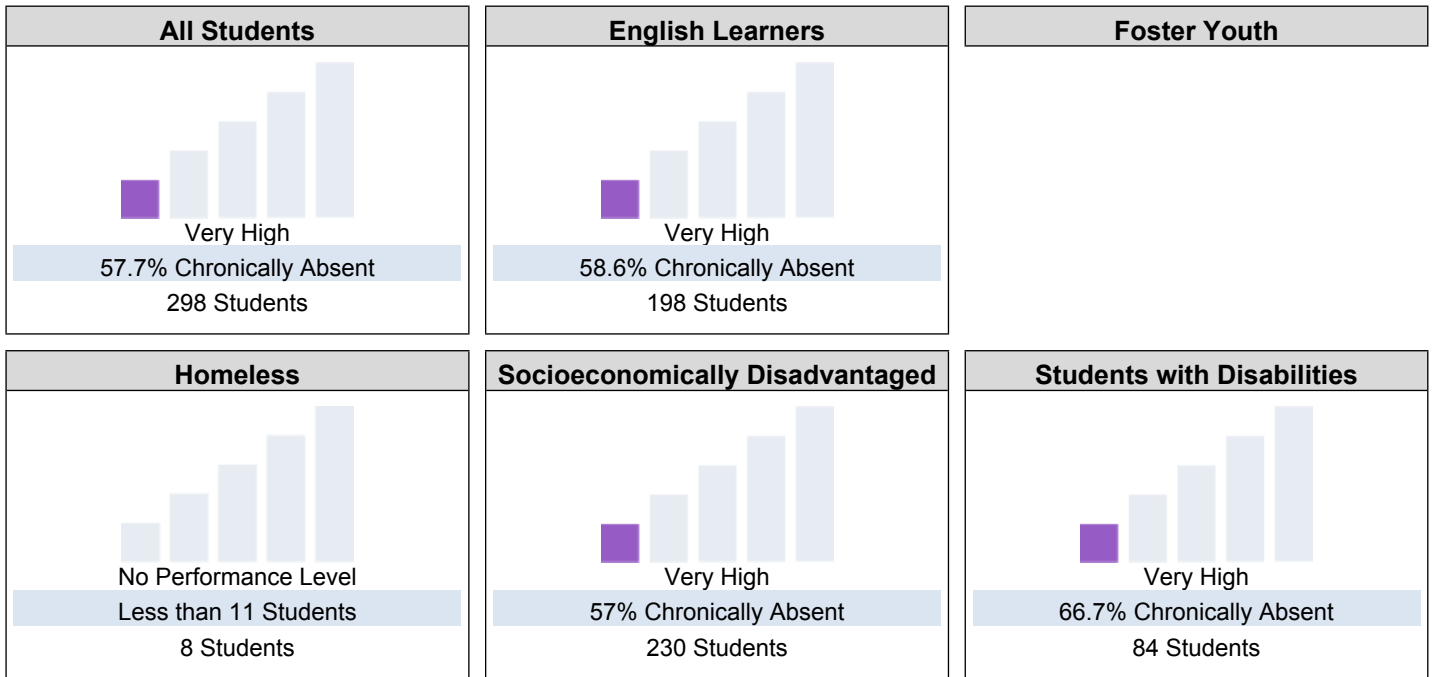


This section provides number of student groups in each level.

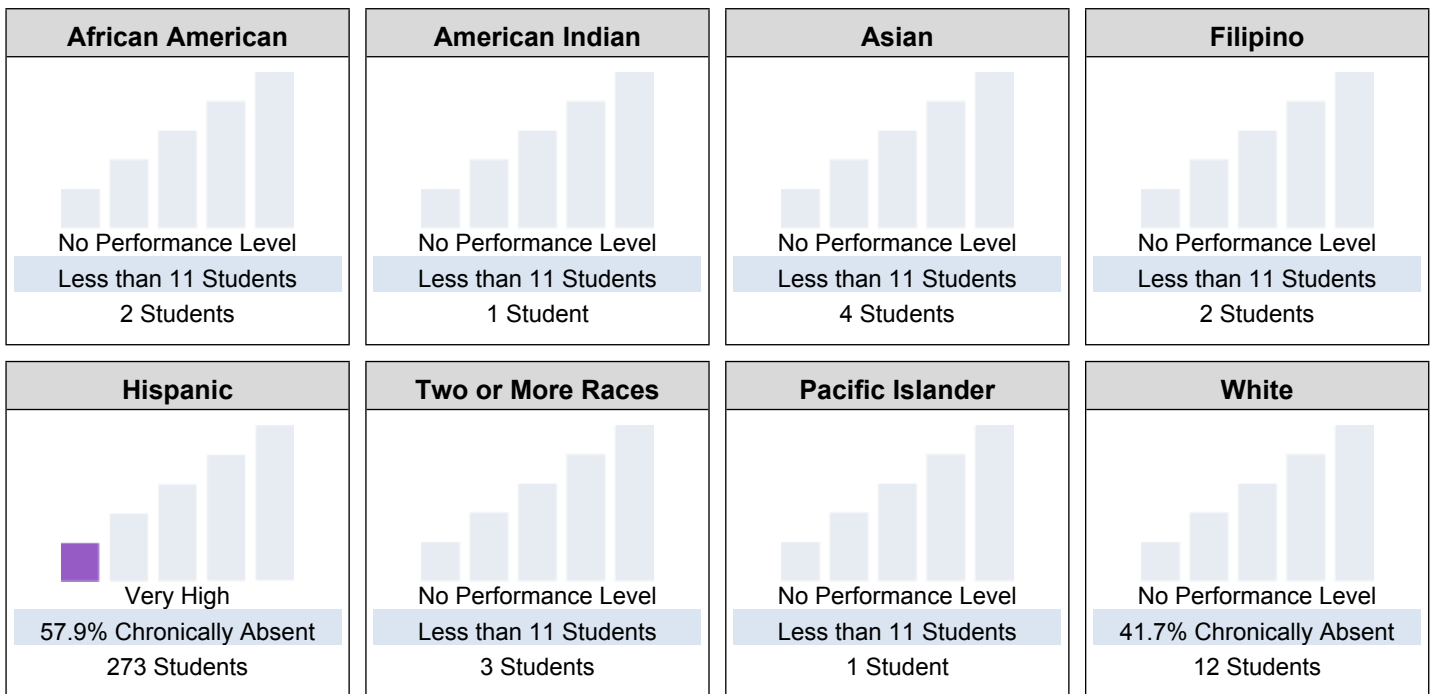
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



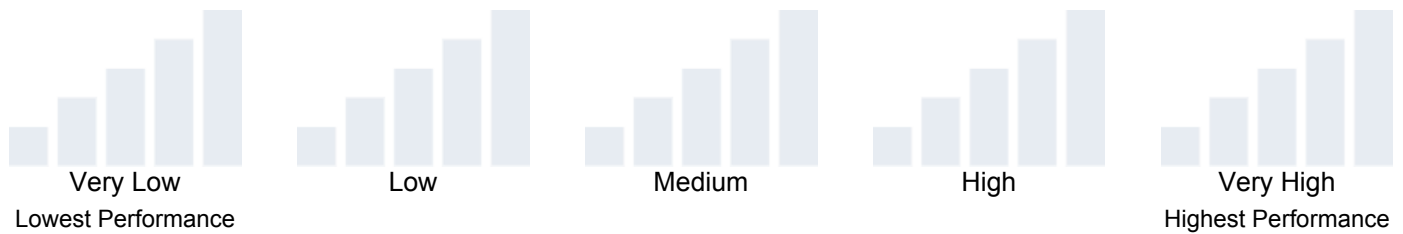
Conclusions based on this data:

1. There is a very high rate of chronic absenteeism which indicates the need for consistent communication and relationships with families about attendance, in addition to adhering to Santa Rosa City School's truancy policy.
2. It is necessary to contact families daily regarding attendance to inquire the reason of the absence and support family needs to support the students return to school.
3. Providing attendance incentives individually and school wide would encourage students to come to school and decrease the absenteeism.

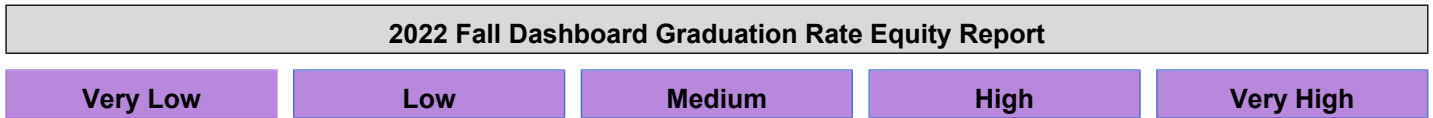
School and Student Performance Data

Academic Engagement Graduation Rate

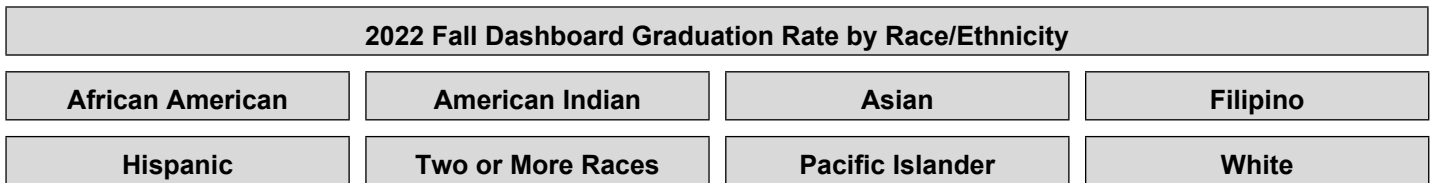
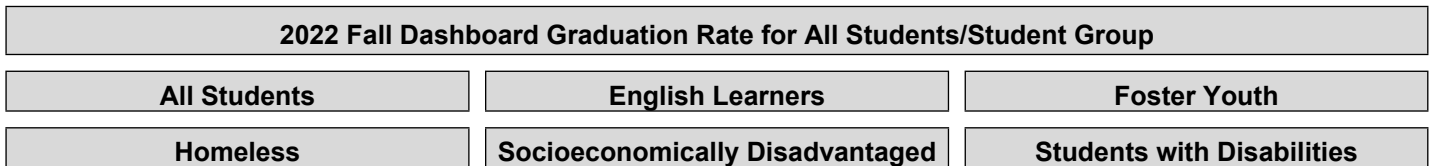
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This section provides number of student groups in each level.



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



Conclusions based on this data:

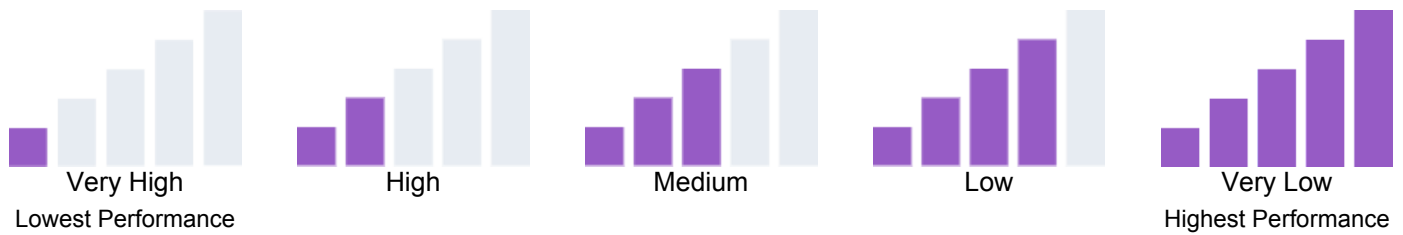
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School and Student Performance Data

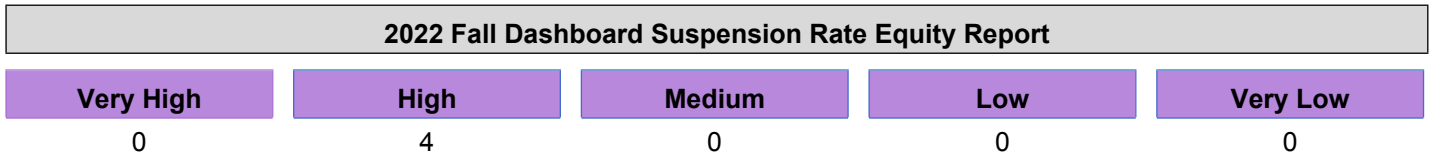
Conditions & Climate Suspension Rate

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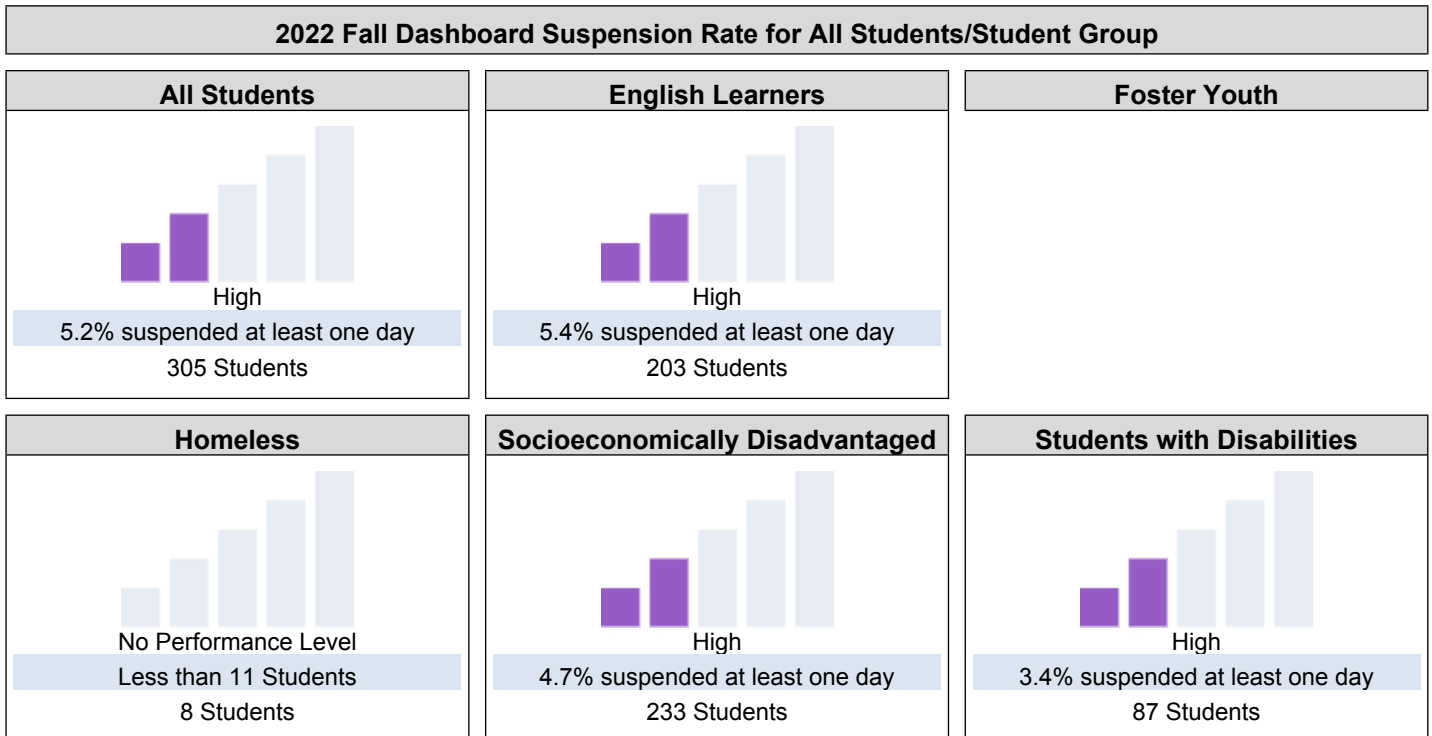
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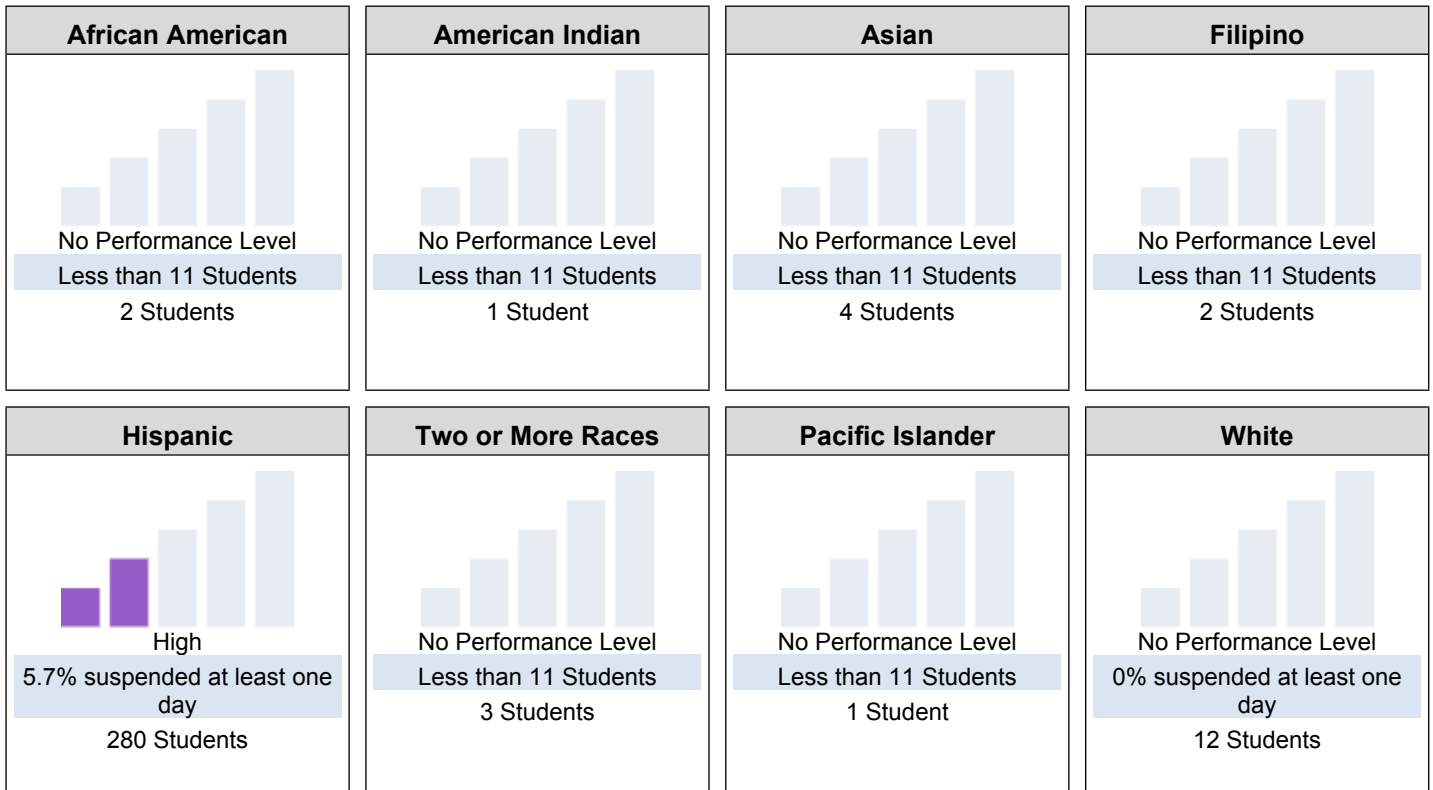
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. By supporting all students with Restorative Specialist support, as well as daily counseling access would benefit students' decrease of poor behavior that could result in suspension.
2. BY providing the opportunity for students with the opportunity from a School Based Therapist and behavior specialists would benefit students' decrease of poor behavior that could result in suspension.
3. Attend professional development for both administration and all staff on how to support students with disabilities and behavior plans, would benefit students' decrease of poor behavior that could result in suspension.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	52	33		0	28		0	28		0.0	84.8	
Grade 4	71	40		0	35		0	35		0.0	87.5	
Grade 5	46	40		0	37		0	37		0.0	92.5	
Grade 6	34	30		0	24		0	24		0.0	80.0	
All Grades	203	143		0	124		0	124		0.0	86.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2323.			0.00			3.57			25.00			71.43	
Grade 4		2370.			0.00			5.71			17.14			77.14	
Grade 5		2408.			5.41			2.70			21.62			70.27	
Grade 6		2420.			0.00			4.17			33.33			62.50	
All Grades	N/A	N/A	N/A		1.61			4.03			23.39			70.97	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.86			54.29			42.86	
Grade 5		5.41			48.65			45.95	
Grade 6		*			*			*	
All Grades		3.23			49.19			47.58	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		0.00			37.14			62.86	
Grade 5		0.00			32.43			67.57	
Grade 6		*			*			*	
All Grades		0.00			33.06			66.94	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		5.71			74.29			20.00	
Grade 5		0.00			70.27			29.73	
Grade 6		*			*			*	
All Grades		7.32			68.29			24.39	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		0.00			65.71			34.29	
Grade 5		0.00			72.97			27.03	
Grade 6		*			*			*	
All Grades		0.00			65.32			34.68	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	52	33		0	28		0	28		0.0	84.8	
Grade 4	71	40		0	33		0	33		0.0	82.5	
Grade 5	46	40		0	35		0	35		0.0	87.5	
Grade 6	34	30		0	21		0	21		0.0	70.0	
All Grades	203	143		0	117		0	117		0.0	81.8	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2313.			0.00			10.71			10.71			78.57	
Grade 4		2408.			0.00			9.09			39.39			51.52	
Grade 5		2385.			0.00			5.71			8.57			85.71	
Grade 6		2429.			0.00			0.00			23.81			76.19	
All Grades	N/A	N/A	N/A		0.00			6.84			20.51			72.65	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		3.03			39.39			57.58	
Grade 5		0.00			22.86			77.14	
Grade 6		*			*			*	
All Grades		0.85			26.50			72.65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		3.03			48.48			48.48	
Grade 5		0.00			37.14			62.86	
Grade 6		*			*			*	
All Grades		1.71			40.17			58.12	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		0.00			48.48			51.52	
Grade 5		5.71			31.43			62.86	
Grade 6		*			*			*	
All Grades		1.71			40.17			58.12	

Conclusions based on this data:

- 1.

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
273	67.8	25.3	64.5	0.7		91.6	4.4	0.4

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
57.7% Chronically Absent	57% Chronically Absent	66.7% Chronically Absent	58.6% Chronically Absent	Less than 11 Students		57.9% Chronically Absent	41.7% Chronically Absent	Less than 11 Students

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
5.2% suspended at least one day	4.7% suspended at least one day	3.4% suspended at least one day	5.4% suspended at least one day	Less than 11 Students		5.7% suspended at least one day	0% suspended at least one day	Less than 11 Students

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
126.8 points below standard	126.2 points below standard	183.6 points below standard	119.2 points below standard			124.1 points below standard		

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
108.9 points below standard	107.5 points below standard	177.9 points below standard	98.9 points below standard			104.8 points below standard		

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

To increase student academic proficiency, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students, in reading, writing and mathematics, as well as English Language Development through targeted instruction in the students' zone of proximal learning. Students will engage in a variety of research proven learning techniques to foster multiple areas of growth. The activities in this goal support in these curricular areas on data and stakeholder feedback.

Identified Need

Increase academic levels to meet grade level benchmarks in reading, writing and mathematics; specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from Let's Go Learn - Adam and Dora Reports	Beginning of the year assessments and previous ELPAC scores.	Increase academic assessment in the ADAM and DORA end-of-year assessments by 5% and see students go up a level in their summative ELPAC scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support our low performing students and English Language learners to support English Language development.

Strategy/Activity

Support Personnel for interventions: TOSA/Intervention Teacher and Instructional Assistants (Literacy and Math support) to support daily interventions of low performing students and English Language Learners to support English Language development.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: The use of Let's Go Learn (BOY, MOY and EOY) assessments, Lexia/Lexia English data, as well as progress monitoring data as it pertains to interventions and English Language Development instructional focus, approximately every 6 weeks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries TOSA/Intervention Teacher 1 @ 1.0FTE (district funded-Maggie Dezendorf)
50,000.00	3010 - Title I 2111 - Instructional Assistant IA – 6 hours (Literacy and Math support) 1 @ .75 FTE (#2944 Maria Farfan Galvan)
39,230.98	3010 - Title I 2111 - Instructional Assistant IA – 6 hours (Literacy and Math support) 1@ .24 FTE (#2943 Bonnie Alvarez Lopez)
16,287.64	0500 - Supplemental 2111 - Instructional Assistant

IA – 6 hours (Literacy and Math support) 1@ .51 FTE (#2943
Bonnie Alvarez Lopez)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Teacher Extended Day to attend IEPs/SSTs/ 504s after contract hours to support student needs specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: Attendance and scheduling of IEPs/SSTs/504s for low performing students and English Language learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

400.00

0500 - Supplemental
1112 - Teacher Extended Day
Teacher Extended Day IEP/SST/504

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Tutoring (during the day or after school) intervention support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

This will be monitored through student performance on LGL (ADAM & DORA), as well as district assessments throughout the year. Tutoring instructor will provide a pre/post data of students' performance for each tutoring session.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

45,000.

0500 - Supplemental
1112 - Teacher Extended Day
Teachers who volunteer to tutor students beyond the contract.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Provide current technology and equipment to support learning (software, hardware and equipment) and the monitoring of students, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students on academic standards.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: data analysis of use of software, student achievement growth in Math/ELA for both state and local assessments, as well as teacher attendance and engagement through virtual meetings/professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,000.00

0500 - Supplemental

	4412 - Hardware (under \$5,000) Purchase Technology Hardware/Equipment: computers / iPads / Smart Boards and peripherals to support instruction (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc.)
500.00	0500 - Supplemental 4312 - Software Purchase software for computers/devices to support instruction. Purchase software programs/on-line licenses to support differentiated student instruction (i.e.,Freckle, eSparks)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Instructional Materials (Books and supplies/Non-consumable) - increase literacy, math and writing for students, as well as support teachers' strategies and techniques, with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: student achievement analysis for math, ELA and writing, including specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000.00	0500 - Supplemental

4300 – Materials/Supplies (Consumables, snacks for parent meetings)
Materials for the classroom/office

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Books – Other than textbooks to support students in their personally reading, as well as research resources.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: data analysis of books checked out by students, reading scores of students and student achievement and resources used for projects, specifically for low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,000.00

0500 - Supplemental
4200 - Books - Other than Textbooks
Purchase books to support: curriculum, school library, DRA leveled texts teaching resources, etc. Supplementary Books

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Purchase equipment / furniture / materials to support Lincoln staff in servicing the Lincoln students and families.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: in the students' engagement, teacher instructional techniques, as well as work production, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000.00

0500 - Supplemental
4400 - Equipment (under \$5,000)
Purchases to support students/staff with materials/equipment/furniture for engagement and instruction.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Extended learning beyond the classroom including enrichment opportunities such as field trips.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: enriching students' personal experience and growth in topics supporting the field trips, such as through their writing development about the field trip or content matter as it pertains to subjects such as science/social studies for specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,300.00

0500 - Supplemental
5832 - Field Trip Transportation
Field trips and special events to reinforce / support curricular objectives (\$300 per teacher X 21 teachers)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Library Database/Follette- to collectively have a data base for all instructional materials.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: run reports and analysis needs of the library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

0500 - Supplemental
5815 - Media / Library Services
Library data services such as Follette

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. This was completed during SSC meeting on May 17, 2023.

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

There are no major differences between the intended implementation and/or 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.

The metric for this goal will now be Let's Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Increase the culture and relationships of students with special consideration to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities, Socioeconomically Disadvantaged Students, staff and families, as well as decrease chronic absenteeism/tardiness to achieve an attendance percentage of 95%.

Identified Need

Based on the attendance reports, Youth Truth and Panorama surveys, Abraham Lincoln has identified room for growth in the areas of school culture and relationships among students, teachers, staff and families with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Culture using Youth Truth data Relationships using Youth Truth data Panorama survey data	Based on YT survey results, Relationships was ranked as one of the lowest performing areas for ALES. Based on YT survey results, Culture was ranked as one of the lowest performing areas for ALES.	Meet or exceed the district average in the Relationship category on Spring 2024 Youth Truth Survey. To increase the category of Culture.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

School Counselor/Restorative Justice/ Student Engagement/Student Incentives/ Positive Behavior Intervention and Support with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: increase social emotional education, increased coping skills and increased engagement/attendance in school, increased student and staff engagement/attendance at Lincoln, as well as surveys for staff, families and students specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,820.0	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings PBIS/BEST Plus strategies, attendance, behavior reports, Restorative Practices/Classroom Circles to increase and improve student/family connections to school. Support PBIS, BEST Plus, behavior data, safety, and student engagement to improve behavior/incentives and school climate. Materials & Supplies to support enrichment for students Incentives / rewards / supplies.College & Career Education & Activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Cleanliness and safety of campus- creating a campus that is safe and inviting for students, families and staff of Lincoln.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: feedback and surveys of students, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students, staff, as well as level of participation of families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,005.00

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
Create a more inviting and open campus (i.e school murals, gardens)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Parent/ Family Engagement/Involvement and Education

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: increased parent participation and communication, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Parent meetings (ELAC, SSC, PFO, 2nd Cup of Coffee), Back to School Night, Open House, K Orientation, Literacy Night, Math Night, Latino Literacy Family Nights, Trainings, classes, Parent Teacher Conferences, Communication regarding student progress and strategies to promote learning & Social Events, etc. (materials, supplies, & refreshments)
1,350.0	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Childcare for parent engagement activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

School Assemblies and guest speakers

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: student engagement activities and Youth Truth data survey from students, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000.0

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
School assemblies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Provide classified extra duty hours to support with translation, yard coverage, and student supervision before/during/after school to increase engagement with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

This will be monitored through the amount of events, meetings and projected needs to complete throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

725.00

0500 - Supplemental
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)
Overtime of classified staff

625.00

0500 - Supplemental
2413 - Clerical Extra Duty / Overtime
Overtime of ESOM

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

School Safety-providing supplies for the Lincoln staff and campus to create a safe environment for all.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: analysis of student accidents, emergency drills and communication, as well as Youth Truth/Panorama data from surveys.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

0500 - Supplemental
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Playground equipment for student engagement

Monitoring Effectiveness

How will this activity be monitored during the year?

Increased participation in school activities and engagement, as well as student behavior. Youth Truth/Panorama data from surveys.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.00

0500 - Supplemental
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
Student equipment for playground and engaging activities

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Postage for communication to families with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: ADA, Chronic Absenteeism and development, as well as parent engagement and communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200.00

0500 - Supplemental
5901 - Postage
Postage

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. The Youth Truth survey data from 2023 was also used to evaluate the effectiveness of the strategies/activities within this goal. Chronic Absenteeism data was reviewed throughout the 2022-23 school year to monitor effectiveness.

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

There were no main differences found between the intended implementation and/or 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.

The metric for this goal are the Youth Truth survey data, Panorama survey and Chronic Absenteeism rates/data which can be found on our Goal 2 Annual Measurable Outcomes page.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- SRCS values and supports growth-minded professionals and positive learning environments by:
- providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Goal 3

Teachers will attend professional growth opportunities offered by SRCS, as well as with our partners and peers, to enrich teachers' instructional skills, techniques, and flexible learning environments for specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Identified Need

Increase professional development to support growth-minded professionals and positive learning environments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth	Youth Truth survey data from staff specifically: Based on YT survey results, staff ranked Professional Development and Support.	To increase the percental in Spring 2024 Youth Truth Survey.
Panorama Survey	Panorama Survey will be taken from the students	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Teachers will have release time to collaborate and plan to enhance Lincoln's students learning with the highest level of achievement, training to support teachers to continue to be high quality educators and create engaging instructional strategies, tools and differentiated instruction. In addition, support teachers with strategies and professional development, such as English Language Development GLAD strategies to implement in the classroom. Please note GLAD training are currently a district level initiative and located in the district LCAP (Action 3.20)

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: attendance data analysis sessions, collaboration, teacher observations, and student achievement growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

0500 - Supplemental
1122 - Teacher Release Time
Teacher Release Time
Collaborate, observe, plan and prepare instruction related to Mathematics, DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS etc. Data Analysis and Multi-Tier Support Systems for targeted instruction. Identify and group students by academic need/level using ADAM, DORA/DRA, DIBELS/Staff Input data. Each grade level will participate in release days throughout the school year /substitutes: Planning and DRA/DIBELS Testing days

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Cleanliness and safety of campus- creating a campus that is safe and inviting for students, families and staff of Lincoln with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

School cleanliness and Safety-providing supplies for the Lincoln staff and campus to create a clean and safe environment for all with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: analysis of student accidents, emergency drills, communication and Youth Truth survey data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

0500 - Supplemental
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
Supplies needed to keep the campus clean and safe.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with special consideration given to support specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Strategy/Activity

Professional development trainings for staff.

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance at professional development opportunities, as well as Youth Truth data regarding "professional development and support."

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,500.00

3010 - Title I
5800 – Other Services (Consultants; Field Trip Admissions, etc)
Professional development/trainings.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementaion of the professional development and teacher release time in 2022-2023 was beneficial to the staff growth of skills and techinques. When substitutes were available, the time teachers had was effective.

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

There were no major differences between the intended implementation and/or the budgeted ependitures to implement the strategies/actiities 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.

ALES will continue to provide oportunities and fund to support teacher release time and professional development in 2023-2024.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$65,167.58
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,443.62

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$92,230.98

Subtotal of additional federal funds included for this school: \$92,230.98

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 (\$)
0500 - Supplemental	\$141,212.64

Subtotal of state or local funds included for this school: \$141,212.64

Total of federal, state, and/or local funds for this school: \$233,443.62

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
0500 - Supplemental	141,212.64	0.00
3010 - Title I	92,230.98	0.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	141,212.64
3010 - Title I	92,230.98

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	45,400.00
1122 - Teacher Release Time	5,000.00
2111 - Instructional Assistant	105,518.62
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	725.00
2413 - Clerical Extra Duty / Overtime	625.00
2913 – Classified Extra Duty (Childcare-parent engagement)	1,350.00
4200 - Books - Other than Textbooks	9,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	9,320.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	29,000.00
4312 - Software	500.00
4400 - Equipment (under \$5,000)	5,000.00
4412 - Hardware (under \$5,000)	9,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	5,505.00
5815 - Media / Library Services	1,000.00
5832 - Field Trip Transportation	6,300.00
5901 - Postage	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	45,400.00
1122 - Teacher Release Time	0500 - Supplemental	5,000.00
2111 - Instructional Assistant	0500 - Supplemental	16,287.64
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	725.00
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	625.00
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	1,350.00
4200 - Books - Other than Textbooks	0500 - Supplemental	9,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	7,820.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	29,000.00

4312 - Software	0500 - Supplemental	500.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	5,000.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	9,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	4,005.00
5815 - Media / Library Services	0500 - Supplemental	1,000.00
5832 - Field Trip Transportation	0500 - Supplemental	6,300.00
5901 - Postage	0500 - Supplemental	200.00
2111 - Instructional Assistant	3010 - Title I	89,230.98
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	1,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	206,718.62
Goal 2	19,225.00
Goal 3	7,500.00

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
Jeanine Wilson	Principal
Patty Cruz	Other School Staff
Christa Knapp	Classroom Teacher
Alma Conde	Classroom Teacher
Ana Spiker	Classroom Teacher
Paola Lopez	Parent or Community Member
Mirella Rodriguez	Parent or Community Member
Monica Cruz Orozco	Parent or Community Member
Maria Uc	Parent or Community Member
Maribel Lopez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

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 .

Attested:



Principal, Jeanine Wilson on 5/13/2022



SSC Chairperson, Mirella Rodriguez on 5/13/2022

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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