

School Year:

2024-25

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	April 25, 2024	6/26/2024

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

Plan Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) 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 from various factors, 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. There are various opportunities provided throughout the year to discuss, analyze and review the school plan and budget from the various stakeholders. 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 5/25/24. We met to evaluate our Title 1 activities for inclusion into the 2024-2025 SPSA. We meet monthly to review and update as need be.

ELAC: met and gave input on the SPSA on 5/11/24. 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 of the 2024-2025 school year Abraham Lincoln has exited ATSI, yet will remain focused on low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students.

Comprehensive Needs Assessment

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

In reviewing and analyzing the Dashboard and local data, it is apparent certain student populations require focused attention and improvement. These populations include students from low socio-economic backgrounds, English Learners, and students identified with disabilities.

To effectively address the needs of these various groups of students, a strategic approach has been constructed through the formulation of three Specific Measurable, Achievable, Relevant and Time-bound (SMART) goals with the Single Plan for Student Achievement (SPSA). These goals are specifically designed to focus on areas crucial for student success: academic achievement, engagement in learning, and the professional development of the staff.

For each of the goals, there are various activities and strategies identified to meet the diverse and individual needs of the student populations. By aligning the efforts with these targeted goals and strategies, we are confident any and all of our students will be make growth due to their educational experiences.

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

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
299	78.6	63.9	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	191	63.9
Foster Youth		
Homeless	7	2.3
Socioeconomically Disadvantaged	235	78.6
Students with Disabilities	86	28.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	3	1
Asian	4	1.3
Filipino	2	0.7
Hispanic	266	89
Two or More Races	4	1.3
Pacific Islander	1	0.3
White	18	6

Conclusions based on this data:

1. The population of Abraham Lincoln is 63.9% 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 78.6% 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, CPI, CPS and mental health support.
3. The population of Abraham Lincoln has 63.9% 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. Scheduling monthly ELAC meetings will continuously provide a platform to not only support English Learners families with information, yet also to provide opportunities to educate them in specific areas of need.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. The data concludes there is a significant need for academic performance support. Abraham Lincoln will continue to provide valuable support to teachers in effectively implementing a standards based curriculum for reading and math. In addition we will continue to provide opportunities to support students' both during the day through intervention, as well as after school support.

2. The data concludes the rate of suspension is an area which needs improvement. The implementation of school wide Restorative practices, a Restorative specialist on campus five days a week, and Positive Behavioral Interventions and Supports (PBIS) is necessary to support and rehabilitate student behaviors, along with daily counseling availability.
3. The rate of chronic absenteeism indicates the need for consistent communication and relationships with families about attendance on a daily basis. We will work closely with parents through the collaboration of our Family Engagemen Facilitator (FEF) and our Attendance tech to quickly contact families to ensure they have access to resources related to absenteeism. We will need to access families' needs and support them so they can continue to attend school. This will include connecting them to commuity supports to ensure students can attend and focus on their learning and individual needs.

School and Student Performance Data

Academic Performance English Language Arts

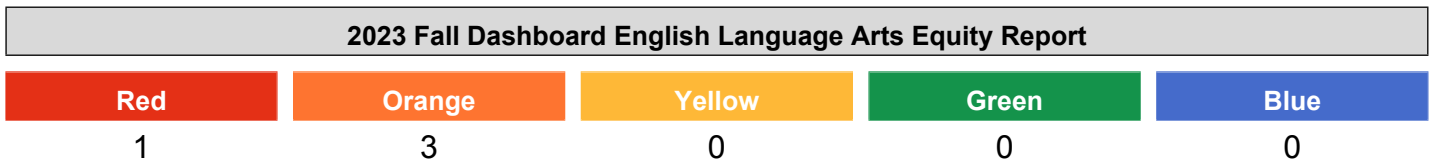
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 93.2 points below standard Increased Significantly +20.5 points 141 Students	English Learners Red 102.2 points below standard Maintained -1.7 points 101 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 94.1 points below standard Increased Significantly +17.9 points 122 Students	Students with Disabilities Orange 113.4 points below standard Increased Significantly +90.2 points 44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.7 points below standard Increased +9 points 128 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.3 points below standard Increased +5.9 points 76 Students	47.4 points below standard Increased Significantly +18.1 points 25 Students	78.4 points below standard Increased Significantly +106 points 21 Students

Conclusions based on this data:

1. The English Language Arts data indicates it is imperative to continue with professional development for teachers' to increase their instructional knowledge and skills. In addition, we will need to continue our interventions and focus on direct skills to increase students' abilities through small group instruction. By continuously analyzing students' abilities every six to eight weeks will reinforce focusing on students' skills needed while their abilities increase.
2. To increase student performance, we will support teachers with their instruction by providing teachers time to reflect on students performance and promote greater rigor among our students. There will be continued reflection and collaboration between teachers and administration about instructional practices, critical thinking, as well as prioritizing the implementation of Depth of Knowledge (DOK) levels 3 and 4 practices in the classroom.
3. To increase the abilities of English Learners and Reclassified English Learners, the LARC team will continue to meet, reflect and monitor the English Learner population. It is crucial to implement interventions for the students, as well as strategies, techniques, and visual supports in the classrooms.

School and Student Performance Data

Academic Performance Mathematics

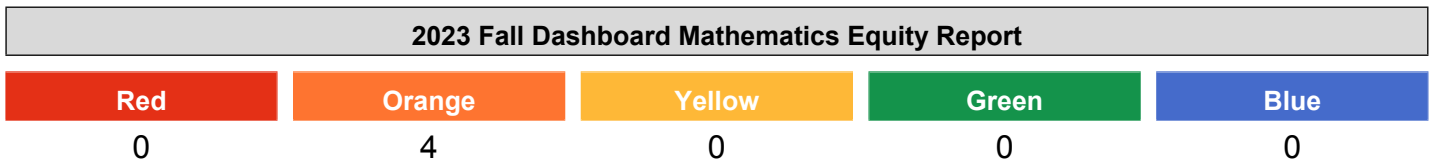
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>95.8 points below standard</p> <p>Increased Significantly +44.9 points</p> <p>141 Students</p>	<p>English Learners</p> <p>Orange</p> <p>103.8 points below standard</p> <p>Increased Significantly +23.8 points</p> <p>101 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>96.7 points below standard</p> <p>Increased Significantly +42.5 points</p> <p>122 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>117 points below standard</p> <p>Increased Significantly +116.2 points</p> <p>44 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 100.4 points below standard Increased Significantly +34.7 points 128 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.1 points below standard Increased Significantly +26.3 points 76 Students	60.6 points below standard Increased Significantly +46.5 points 25 Students	73.5 points below standard Increased Significantly +128.3 points 21 Students

Conclusions based on this data:

1. We will dedicate collaboration time for teachers to review math performance and assessments from our adopted math curriculum with the goal of aligning TK-6 instruction and emphasizing Essential Standards. The collaborative effort will ensure a consistent and cohesive approach to instructing mathematics through all grade levels.
2. In order to continue the increase of student s' mathematical knowledge and skills, teachers will be provided professional development on the adopted math curriculum and strategies to increase their instructional knowledge and techniques. Providing the opportunity for continual collaboration, discussion and feedback with the administration from observed lessons will support the teachers' instruction.
3. We will continue the implementation of the adopted mathematics curriculum with the progression of skills through spiraling instruction. As teachers provide their instruction, they will focus on providing instruction with the Depth of Knowledge (DOK) levels of a 3 or 4 to increase the students' critical thinking.

School and Student Performance Data

Academic Performance English Learner Progress

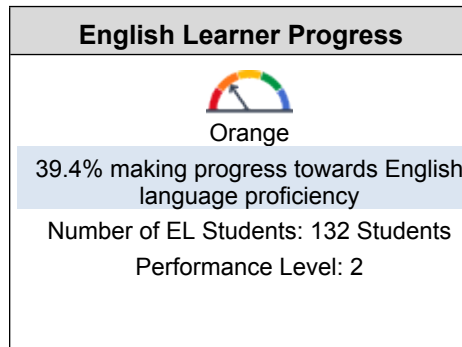
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	45	1	42

Conclusions based on this data:

1. The continued implementation of English Language Development (ELD) curriculum and foundational skills are crucial to the effectiveness and impact of the students' instruction and increased abilities.
2. We will continue to differentiate instruction across all curricular areas to support the progression of English Learners. By adapting our teaching methods to meet the diverse needs of the students, we will be providing a more individualized and effective learning experience for each student.
3. It is important to continue to support teachers with strategies and professional development such as Orton-Gillingham and GLAD strategies to implement in the classrooms to strengthen instructional techniques for English Learners. In addition, the administration with continued collaboration with teachers discussing the instruction will also support the increase in English Learners abilities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

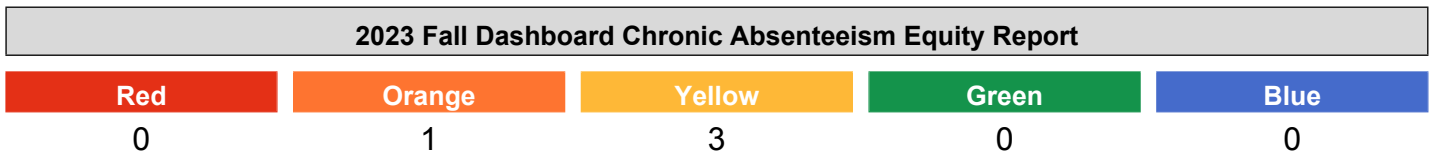
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>49.2% Chronically Absent</p> <p>Declined Significantly -8.5</p> <p>331 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>49.3% Chronically Absent</p> <p>Declined Significantly -9.3</p> <p>211 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>50% Chronically Absent</p> <p>0</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.9% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>291 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>56.3% Chronically Absent</p> <p>Declined -10.4</p> <p>112 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.6% Chronically Absent Declined Significantly -10.3 294 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	61.9% Chronically Absent Increased 20.2 21 Students

Conclusions based on this data:

1. Addressing chronic absenteeism requires a multifaceted approach that involves collaboration among educators, families, and the broader school community. By raising awareness about the importance of regular attendance, providing targeted interventions and offering support to students and families, we can begin to make a positive impact. Through collective efforts, we are optimistic in our ability to reduce chronic absenteeism and create an environment where every student feels valued, engaged, and motivated to attend school consistently.
2. Recognizing the significant number of students facing chronic absenteeism, Abraham Lincoln is committed to taking proactive measures to address the needed changes. By implementing attendance improvement initiatives, fostering strong relationships with families and educating families on the impact of loss learning we will strive to decrease student absenteeism.
3. To decrease the chronic absenteeism, the school will continue to have daily communication with families regarding attendance to inquire the reason of the absence and support family needs in efforts for the students return promptly. In addition, Abraham Lincoln will adhere to Santa Rosa City Schools truancy policies with communication and collaboration.

School and Student Performance Data

Conditions & Climate Suspension Rate

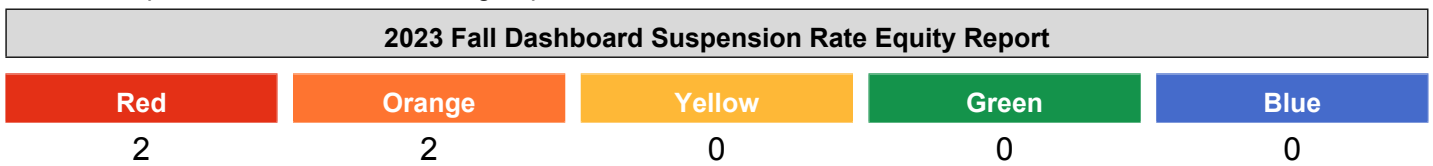
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Maintained 0 341 Students</p>	<p>English Learners</p> <p>Red</p> <p>7% suspended at least one day</p> <p>Increased 1.6 215 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>11.1% suspended at least one day</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Maintained -0.1 301 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>7.8% suspended at least one day</p> <p>Increased 4.4 115 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6% suspended at least one day Maintained -0.1 303 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	4.8% suspended at least one day Increased 4.8 21 Students

Conclusions based on this data:

1. Having a Restorative Specialist accessible five days a week to provide class meetings, support student conflicts and to increase social skills will provide students the opportunity to address conflicts, behaviors and increase students with tools on how to handle challenging situations.
2. Abraham Lincoln will continue to educate students with resources, tools and skills on how to handle situations that could escalate through monthly lesson from the counselor through the use of Tool Box, Kimochis and continues Positive Behavioral Interventions and Supports (PBIS) approach.
3. Abraham Lincoln's staff will utilize the knowledge and collaboration with the Behavior Specialist to support the diverse behavioral needs for all students. By implementing training opportunities for the staff, will provide teachers with additional knowledge, tools and resources to address students' behavioral needs.

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	34	0	28	33	0	28	33	0.0	84.8	97.1
Grade 4	71	40	33	0	35	33	0	35	33	0.0	87.5	100.0
Grade 5	46	40	36	0	37	36	0	37	36	0.0	92.5	100.0
Grade 6	34	30	37	0	24	36	0	24	36	0.0	80.0	97.3
All Grades	203	143	140	0	124	138	0	124	138	0.0	86.7	98.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2309.		0.00	3.03		3.57	6.06		25.00	15.15		71.43	75.76
Grade 4		2370.	2348.		0.00	0.00		5.71	9.09		17.14	9.09		77.14	81.82
Grade 5		2408.	2406.		5.41	0.00		2.70	5.56		21.62	30.56		70.27	63.89
Grade 6		2420.	2448.		0.00	5.56		4.17	8.33		33.33	36.11		62.50	50.00
All Grades	N/A	N/A	N/A		1.61	2.17		4.03	7.25		23.39	23.19		70.97	67.39

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		*	0.00		*	45.45		*	54.55
Grade 4		2.86	0.00		54.29	48.48		42.86	51.52
Grade 5		5.41	0.00		48.65	77.78		45.95	22.22
Grade 6		*	5.56		*	50.00		*	44.44
All Grades		3.23	1.45		49.19	55.80		47.58	42.75

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		*	3.03		*	33.33		*	63.64
Grade 4		0.00	0.00		37.14	33.33		62.86	66.67
Grade 5		0.00	0.00		32.43	44.44		67.57	55.56
Grade 6		*	2.78		*	30.56		*	66.67
All Grades		0.00	1.45		33.06	35.51		66.94	63.04

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		*	3.03		*	51.52		*	45.45
Grade 4		5.71	0.00		74.29	57.58		20.00	42.42
Grade 5		0.00	5.56		70.27	58.33		29.73	36.11
Grade 6		*	11.11		*	69.44		*	19.44
All Grades		7.32	5.07		68.29	59.42		24.39	35.51

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		*	0.00		*	39.39		*	60.61
Grade 4		0.00	0.00		65.71	72.73		34.29	27.27
Grade 5		0.00	0.00		72.97	50.00		27.03	50.00
Grade 6		*	2.78		*	63.89		*	33.33
All Grades		0.00	0.72		65.32	56.52		34.68	42.75

Conclusions based on this data:

1. Students in grades 3rd-6th continue to perform in the below standard areas. To support students' academic growth, teachers and staff will continue to use district-adopted curriculum, effective tier strategies, and differentiation to support students' academic needs. Staff will be provided training on district adopted curriculum and teaching methods such as GLAD and Orton Gillingham.
2. Providing the opportunity for students to have small group instruction while focusing on specific skills through a Walk to Read model daily, will continue to support students increase their foundational skills. Providing reassessments every 6-8 weeks and the opportunity to analyze the data will provide continual adjustment for students' skill levels as they increase.
3. Teachers identifying students with academic needs will refer to the Tier 2 Team to address how to collaboratively support students needs. If continual support is needed, the Student Success Team (SST) will be scheduled where the parent, teacher, administrator and additional educational specialists are provided the opportunity to discuss and create a plan to support the student.

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	34	0	28	33	0	28	33	0.0	84.8	97.1
Grade 4	71	40	34	0	33	34	0	33	33	0.0	82.5	100.0
Grade 5	46	40	36	0	35	36	0	35	36	0.0	87.5	100.0
Grade 6	34	30	37	0	21	36	0	21	36	0.0	70.0	97.3
All Grades	203	143	141	0	117	139	0	117	138	0.0	81.8	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2321.		0.00	3.03		10.71	0.00		10.71	21.21		78.57	75.76
Grade 4		2408.	2398.		0.00	6.06		9.09	6.06		39.39	27.27		51.52	60.61
Grade 5		2385.	2410.		0.00	0.00		5.71	0.00		8.57	13.89		85.71	86.11
Grade 6		2429.	2451.		0.00	5.56		0.00	8.33		23.81	27.78		76.19	58.33
All Grades	N/A	N/A	N/A		0.00	3.62		6.84	3.62		20.51	22.46		72.65	70.29

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		*	3.03		*	12.12		*	84.85
Grade 4		3.03	6.06		39.39	33.33		57.58	60.61
Grade 5		0.00	0.00		22.86	25.00		77.14	75.00
Grade 6		*	5.56		*	30.56		*	63.89
All Grades		0.85	3.62		26.50	25.36		72.65	71.01

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		*	3.03		*	36.36		*	60.61
Grade 4		3.03	3.03		48.48	24.24		48.48	72.73
Grade 5		0.00	0.00		37.14	33.33		62.86	66.67
Grade 6		*	8.33		*	44.44		*	47.22
All Grades		1.71	3.62		40.17	34.78		58.12	61.59

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		*	3.03		*	36.36		*	60.61
Grade 4		0.00	6.06		48.48	36.36		51.52	57.58
Grade 5		5.71	0.00		31.43	38.89		62.86	61.11
Grade 6		*	5.56		*	63.89		*	30.56
All Grades		1.71	3.62		40.17	44.20		58.12	52.17

Conclusions based on this data:

1. Students in 3rd-6th grade continue to perform below the standard level which indicates an area of need in Mathematics for all students. Teachers and staff will continue to use district adopted curriculum, implement effective Tier 1 strategies, and differentiation to support students' academic needs.
2. Abraham Lincoln's staff will be provided ongoing professional development and support while focusing on the district adopted curriculum of Every Day Math and College Preparatory Math (CPM), the California Frameworks, Tier 1 strategies and the opportunity to analyze student data throughout the year.
3. Teachers will be trained and supported in the classroom as they ensure content is taught at the students' individualized level. Through differentiated instruction, students will have the opportunity to make academic growth at their individualized pace.

School and Student Performance Data

2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 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
299	78.6	28.8	63.9	2.3		89	6	0.3

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
49.2% Chronically Absent	50.9% Chronically Absent	56.3% Chronically Absent	49.3% Chronically Absent	50% Chronically Absent		47.6% Chronically Absent	61.9% Chronically Absent	

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
5.3% suspended at least one day	4.7% suspended at least one day	7.8% suspended at least one day	7% suspended at least one day	11.1% suspended at least one day		5.6% suspended at least one day	4.8% suspended at least one day	

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
95.8 points below standard	96.7 points below standard	117 points below standard	103.8 points below standard			100.4 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
93.2 points below standard	94.1 points below standard	113.4 points below standard	102.2 points below standard			98.7 points below standard		

Goals, Strategies/Activities, and 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

Goal 1 is to Increase academic levels to meet grade level benchmarks in English Language Arts, Writing and Mathematics; specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students This goal will be supported by the implementation of district adopted curriculum across all grade levels and academic data in order to enhance student learning outcomes and achievement for all students.

Identified Need

Based on data, there is a need to increase student academic proficiency, specifically low performing students, English Learner Students, Hispanic Students, Students with Disabilities and Socioeconomically Disadvantaged Students, in English Language Arts, Writing and Mathematics through targeted first instruction, as well as tier 1 and research proven strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Let's Go Learn (LGL) ADAM and DORA Assessment Data & ELPAC Summative Assessment Data	Beginning of the Year (BOY) assessments in Let's Go Learn (LGL) ADAM & DORA, and ELPAC Summative Assessment Data.	Increase academic assessment in the ADAM and DORA end-of-year assessments by 5% and 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.

Strategy/Activity

Support Personnel for intervention: Instructional Assistants to support daily interventions (Walk to Read) of low performing students and English Language Learners to support academic development in ELA, Math, Writing and ELD.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: The use of (BOY, MOY and EOY) benchmark assessments, Let's Go Learn or i-READY assessments, as well as progress monitoring data as it pertains to interventions and English Language Development instructional focus, approximately every 6-8 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)
57,204.99	3010 - Title I 2111 - Instructional Assistant IA – 6 hours (Literacy and Math support) 1 @ .75 FTE (#2944 Maria Farfan Galvan)
14,467.21	3010 - Title I 2111 - Instructional Assistant IA – 6 hours (Literacy and Math support) 1@ .24 FTE (#2943 Bonnie Alvarez Lopez)
30,772.77	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)

500.00

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

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)
500.00	0500 - Supplemental 4412 - Hardware (under \$5,000) Purchase Technology Hardware/Equipment: computers / iPads / Smart Boards and peripherals to support instruction (projectors, projector light bulbs, document cameras, storage units, cords, microphones, etc.)
1,500.00	0500 - Supplemental 4312 - Software Purchase software for computers/devices to support instruction. Purchase software programs/on-line licenses to support differentiated student instruction (ex. eSparks)

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

Instructional Materials (Books and supplies) - 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)
30,000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Materials for the classroom/office/counselor

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

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)
6,000.00	0500 - Supplemental 4200 - Books - Other than Textbooks

Purchase books to support: curriculum, school library, book vending machine, DRA leveled texts teaching resources, etc. Supplementary Books

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

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)

500.00

0500 - Supplemental
4400 - Equipment (under \$5,000)
Equipment / furniture / materials to support Lincoln staff in servicing the Lincoln students and families.

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

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)

3000.00

0500 - Supplemental
5832 - Field Trip Transportation
Field trips and special events to reinforce / support curricular objectives (\$300 per teacher X 12 teachers)

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

Cerificated staff-Extended day rate (before/after school) for tutorials

Monitoring Effectiveness

How will this activity be monitored during the year?

Student achievement will be analyzed from benchmark assessments (BOY, MOY, EOY) including but not limited to LGL, i-READY, writing benchmarks, Youth Truth and Panorma surves

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)

32,000.00

0500 - Supplemental
1112 - Teacher Extended Day
Teacher extended Day-tutorials before/after school

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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 School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings.

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 includes Let's Go Learn (LGL) and ELPAC assessments, along with state testing (CAASPP) which can be found on our Goal 1 Annual Measurable Outcomes page. These assessments will provide comprehensive data to measure progress and determine the achievement level of the students in relation to the goal. By incorporating multiple assessment measures, there will be a better comprehensive understanding of student performance to make informed decisions to support student academic growth.

Goals, Strategies/Activities, and 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 engagement and culture of staff, students and their families 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%. This goal will be guided by student attendance data, as well as data from various surveys provided to various stakeholders.

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

Attendance data
Youth Truth survey data
Panorama survey data

Based on Youth Truth survey results, Engagement was ranked as one of the lowest performing areas for ALES.

The expected outcome is to meet or exceed the district average in the Engagement and Culture categories in Spring 2025 Youth Truth Survey.

Based on Youth Truth survey results, Culture was ranked as one of the lowest performing areas for ALES.

The expected outcome for Monthly Attendance is to have a decrease of Chronic Absenteeism by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Monthly Attendance reports have shown an increase in absenteeism.	

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)
3045.00	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)

500.00

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

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)

1327.69

3010 - Title I
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
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)

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 classified extra duty hours to support with translation, supervision 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)
550.00	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Overtime of classified staff
550.00	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime Overtime of ESOM
900.00	3010 - Title I 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Overtime of classified staff

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

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)
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1,500.00

0500 - Supplemental
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
safety materials (vests, walkie talkies, cones, etc)

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

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)

750.00

0500 - Supplemental
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
Student equipment for playground and engaging activities

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

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: 2023-24

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

ANALYSIS

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

To evaluate the effectiveness of the strategies and activities implemented in this goal, the data from multiple sources were analyzed. The Youth Truth survey data from 2023 and 2024 provided valuable insight into the perceptions and experiences of the staff, students and parents.

In addition, the attendance data focusing on the chronic absenteeism was continually reviewed through out the 2023-2024 school year to monitor the impact of our efforts.

In order to ensure effective implementation of strategies and activities, the Title 1 Activity Evaluation of Programs document was utilized. The evaluation process took place during School Site Council and ELAC meetings which provided the opportunity to assess, discuss and make informed decisions to support achieving our goals.

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 focus to increase the culture, engagement and attendance of the Abraham Lincoln community continues. The metrics for this goal are through the use of 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/Activities, and 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

Goal 3 supports teachers' 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. There is a need to increase professional development to support growth-minded professionals and positive learning environments. Providing continuous professional development opportunities supports the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. In addition, it will support creating an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels.

Identified Need

Based on Youth Truth data and staff feedback there is a need to increase professional development to support growth-minded professionals and positive learning environments.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Youth Truth survey data for Staff in 2023-2024

Youth Truth survey data from staff specifically: Professional Development and Support

The expected outcome is to increase the staff's survey data specifically: Professional Development and Support.

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.

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)

5,250.00

0500 - Supplemental
1122 - Teacher Release Time
Teacher Release Time
Collaborate, observe, plan and prepare instruction related to ELA, Mathematics, DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCD units, 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)

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)

	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Professional development/trainings
541.85	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Professional development/training materials

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The implementation of the professional development and teacher release time in 2023-2024 was beneficial to the staff growth of skills and techniques. The teachers implemented these skills, techniques and strategies to enhance the students' instruction. The time teachers were provided to collaborate contributed to effective efforts to increase and enhance the students' learning environment.

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 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.

Abraham Lincoln will continue to provide opportunities and fund teacher release time for professional development in 2024-2025. This will include supporting the implementation of best practices and academic interventions

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$191,559.51
Total Federal Funds Provided to the School from the LEA for Title I	\$

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	\$73,899.89

Subtotal of additional federal funds included for this school: \$73,899.89

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	\$117,659.62

Subtotal of state or local funds included for this school: \$117,659.62

Total of federal, state, and/or local funds for this school: \$191,559.51

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

Expenditures by Funding Source

Funding Source

Amount

0500 - Supplemental

117,659.62

3010 - Title I

73,899.89

Expenditures by Budget Reference

Budget Reference

Amount

1112 - Teacher Extended Day

32,500.00

1122 - Teacher Release Time

5,250.00

2111 - Instructional Assistant

102,444.97

2213 – Classified Overtime (Family Mentor, Tech Assist etc.)

900.00

2413 - Clerical Extra Duty / Overtime

550.00

2913 – Classified Extra Duty (Childcare-parent engagement)

550.00

4200 - Books - Other than Textbooks

6,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs /
Trainings

3,045.00

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

34,119.54

4312 - Software	1,500.00
4400 - Equipment (under \$5,000)	500.00
4412 - Hardware (under \$5,000)	500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	500.00
5832 - Field Trip Transportation	3,000.00
5901 - Postage	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	32,500.00
1122 - Teacher Release Time	0500 - Supplemental	5,250.00
2111 - Instructional Assistant	0500 - Supplemental	30,772.77
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	550.00
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	550.00
4200 - Books - Other than Textbooks	0500 - Supplemental	6,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	3,045.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	32,791.85
4312 - Software	0500 - Supplemental	1,500.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	500.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	500.00

5832 - Field Trip Transportation	0500 - Supplemental	3,000.00
5901 - Postage	0500 - Supplemental	200.00
2111 - Instructional Assistant	3010 - Title I	71,672.20
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	3010 - Title I	900.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	1,327.69

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,444.97
Goal 2	9,322.69
Goal 3	5,791.85

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
Danielle Baum	Classroom Teacher
Erin Cox	Classroom Teacher
Sam Prohoroff	Classroom Teacher
Patty Cruz	Other School Staff
Maria Uc	Parent or Community Member
Maria Bautista-Sanchez	Parent or Community Member
Maria Barajas	Parent or Community Member
Liliana Garcia Cruz	Parent or Community Member
Marla D'Shone	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 April 25, 2024.

Attested:



Principal, Jeanine Wilson on 4/25/2024



SSC Chairperson, Maria Uc on 4/25/2024

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/Activities, and 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/>

Developed by the California Department of Education, January 2019