School Plan for Student Achievement

LINCOLN ELEMENTARY

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7/1/23-6/30/24

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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
Lincoln Elementary School	10-62117-6100408	May 17, 2023	June 14, 2023

Purpose and Description

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

> Additional Targeted Support and Improvement

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

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement. Because our data indicates an high number of incidents around Chronic Absenteeism and Suspensions for our EL and Sped population, our school has been included in the Additional Targeted Support and Improvement (ATSI) program.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

*SART- School Assessment Review Team
*Student body ELCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP survey

*More time for lunch
Due to COVID changes there were a few parent concerns (11) about their children not having enough time to eat. Those were all dealt with by giving more time or watching students to see if they were eating or playing.
Admin make sure that each class is rotated into who gets to eat first, second, etc. When needed we go back to video to see why student didn't eat. Or if there is an immediate complaint we give the student more time.
This is determined by each situation.

*Parking/Pickup/dropoff
This is a complaint every year. This year 10 complaints. Admin are on the spot to deal with problems as they arise. I complaint was that students can't be dropped off earlier that 15 minutes before start of school. This will be solved by free campus club this next year because we are a title 1 school.
Some complaints are due to parent/student error, coming to late to drop off on time.
Admin and a teacher are in every parking lot to monitor parents and students. Parents/students warned then consequences are give to students or civility letters to parents.
Evaluation is done every time there is a concern. All decisions are made to ensure student safety.

*Bullying
When ever we hear about a bullying situation the admin and teachers work together to investigate what has happened. We take statements from all involved, and go to video to confirm student statements. We then call parents with the results of the investigation and give consequences and warnings. Sometimes depending on the students we do "Restorative Justice".
This is constantly monitored by all staff: Campus monitors, teachers, admin. Often things happen and they are not witnessed and students go home and tell parents and we are notified by email or phone call. We then let parents and student know that we need to know this info when it happens.
Process is consistent and in place. Almost all situations end with positive understandings by all parties. Every once in a while there is a parent that disagrees. My follow up to that is this: We have recorded all the evidence from this and will look back if this happens again.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Socio-Emotional Support
Classroom management
Articulation of Learning Objective
Clarity of Learning intentions/outcomes
Frequency of Checking for Understanding
Differentiated Instruction
Student Goal setting
Frequency of Academic Conversation

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*Kinder Foundations
*SBAC
*iReady Reading
*iCAL
*DRA
*BPST
*iReady Math
*iCAM
*ELPAC

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction. The data is also shared with administers during quarterly Data Chats where instructional needs are addressed.

In addition, all students who have not meet proficiency standards are carefully monitored during Tier 2 and 3 intervention support and may be recommended for additional support through our Pre-SST, COST (Coordination of Services) Team. Additional support recommendations may be either pull-our intervention, after/before school Extended Day labs; supplemental instruction, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, provide opportunities for training, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student data, work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. They also use this time to identify students in need of T2 or T3 intervention and organize supports while monitoring growth. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:
https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team and aligned to the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*Title 1
*ELAC
*SSC
*Back to school night
*Open House

Our site also offers social emotional supports in collaboration with our school psychologist and area transition team (SOAR) in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions. The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA. During our Title 1 Meeting Parents had a chance complete a survey and give input for our School Site Plan on what to "Continue", "Recommendations to add", "Expected Outcome", and "What to discontinue". These results will be shared out to our Staff, who also had a chance to give input. Our 4th quarter SSC and ELAC meeting will be held on May 17, 2023.

Resource Inequities

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

Because our data indicates an high number of incidents around Chronic Absenteeism and Suspensions for our English Learners (EL) and Students with Disabilities (SWD), our school has been included in the Additional Targeted Support and Improvement (ATSI) program. Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and our English Learner and Students with discabilities subgroup. Our analysis illustrated for us that our parents, specifically from our English Learner students, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison. In addition, our analysis illustrated for us that our teachers (including RSP and SDC), specifically from our Students with Disabilities (SWD), need support around Socio-Emotional Learning SEL and structures that meet the needs of students. Tier 2/3 meetings and professional learning will be a priority on our campus.

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	0.5%	0.59%	0.46%	3	4	3
African American	7.0%	7.81%	7.19%	46	53	47
Asian	7.6%	5.74%	6.57%	50	39	43
Filipino	1.5%	1.62%	1.99%	10	11	13
Hispanic/Latino	51.1%	50.66%	49.69%	336	344	325
Pacific Islander	0.8%	0.59%	0.31%	5	4	2
White	29.2%	30.19%	29.05%	192	205	190
Multiple/No Response	2.3%	2.80%	3.98%	15	19	26
Total Enrollment				657	679	654

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	117	112	98
Grade 1	86	85	99
Grade 2	74	93	70
Grade3	83	80	95
Grade 4	103	90	85
Grade 5	98	109	105
Grade 6	96	110	102
Total Enrollment	657	679	654

Conclusions based on this data:

1. Our student population has overall remained steady in number in subgroups

2. Our overall population numbers have remained consistent.

3. We have had a slight increase in enrollment in our 5th and 6th grade classes

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	37	26	38	5.6%	3.8%	5.8%
Fluent English Proficient (FEP)	22	30	24	3.3%	4.4%	3.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. We have had a slight decline in our EL enrollment.

2. We have seen an increase in FEP students over the past few years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	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	82	79		0	78		0	78		0.0	98.7	
Grade 4	104	91		0	88		0	88		0.0	96.7	
Grade 5	96	106		0	104		0	104		0.0	98.1	
Grade 6	96	108		0	105		0	105		0.0	97.2	
All Grades	378	384		0	375		0	375		0.0	97.7	

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2434.			30.77			20.51			20.51			28.21	
Grade 4		2481.			28.41			27.27			19.32			25.00	
Grade 5		2528.			23.08			45.19			16.35			15.38	
Grade 6		2551.			22.86			42.86			20.00			14.29	
All Grades	N/A	N/A	N/A		25.87			35.20			18.93			20.00	

	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		23.08			53.85			23.08	
Grade 4		22.73			65.91			11.36	
Grade 5		20.19			65.38			14.42	
Grade 6		20.95			64.76			14.29	
All Grades		21.60			62.93			15.47	

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		25.64			47.44			26.92	
Grade 4		21.59			56.82			21.59	
Grade 5		26.92			63.46			9.62	
Grade 6		13.33			67.62			19.05	
All Grades		21.60			59.73			18.67	

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		14.10			76.92			8.97	
Grade 4		23.86			65.91			10.23	
Grade 5		17.31			75.00			7.69	
Grade 6		20.00			76.19			3.81	
All Grades		18.93			73.60			7.47	

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		29.49			58.97			11.54	
Grade 4		19.32			62.50			18.18	
Grade 5		24.04			65.38			10.58	
Grade 6		26.67			65.71			7.62	
All Grades		24.80			63.47			11.73	

Conclusions based on this data:

1. The overall percent of student scoring below grade level in ELA in 3rd and 4th grade has increase most significantly post COVID.

2. Writing has shown the larges shift to below standard in the area of English Language Arts.

3. The percentage of students scoring above standard in reading, writing, listening, and research/inquiry has dropped an average of 10% post COVID.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	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	82	79		0	78		0	78		0.0	98.7	
Grade 4	104	91		0	88		0	88		0.0	96.7	
Grade 5	96	106		0	103		0	102		0.0	97.2	
Grade 6	96	108		0	105		0	105		0.0	97.2	
All Grades	378	384		0	374		0	373		0.0	97.4	

* 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		2445.			20.51			37.18			21.79			20.51	
Grade 4		2473.			14.77			36.36			27.27			21.59	
Grade 5		2531.			27.45			27.45			23.53			21.57	
Grade 6		2549.			25.71			32.38			22.86			19.05	
All Grades	N/A	N/A	N/A		22.52			32.98			23.86			20.64	

	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		30.77			48.72			20.51	
Grade 4		19.32			54.55			26.14	
Grade 5		31.37			50.00			18.63	
Grade 6		25.71			54.29			20.00	
All Grades		26.81			52.01			21.18	

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		23.08			53.85			23.08	
Grade 4		17.05			53.41			29.55	
Grade 5		24.51			54.90			20.59	
Grade 6		18.10			60.95			20.95	
All Grades		20.64			56.03			23.32	

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		20.51			62.82			16.67	
Grade 4		23.86			59.09			17.05	
Grade 5		21.57			62.75			15.69	
Grade 6		20.95			62.86			16.19	
All Grades		21.72			61.93			16.35	

Conclusions based on this data:

1. The number of students scoring below Standard has nearly doubled since pre COVID in grades 3-5. The biggest hit was in Problem Solving and Modeling Data Analysis

2. Though we lost number scorind Above Standard, students did not drop into Below Standard for Communicating Reasoning.

3. Overall, we lost significant amount of students performing above Standard from 18-19 to 21-22, post COVID

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
Grade K	*	*	*	*	*	*	6	10
Grade 1	*	*	*	*	*	*	9	*
Grade 2	*	*	*	*	*	*	6	4
Grade 3	*	*	*	*	*	*	7	*
Grade 4	*	*	*	*	*	*	7	4
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	8	*
All Grades							46	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	19.57	7.41	43.48	55.56	34.78	33.33	2.17	3.70	46	27

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	28.26	18.52	43.48	51.85	26.09	22.22	2.17	7.41	46	27

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	10.87	7.41	36.96	33.33	41.30	51.85	10.87	7.41	46	27

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	39.13	37.04	56.52	55.56	4.35	7.41	46	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	32.61	33.33	63.04	59.26	4.35	7.41	46	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	23.91	7.41	56.52	81.48	19.57	11.11	46	27

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
Writing Domain Percentage of Students by Domain Performance Level for All Students								
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	19.57	25.00	73.91	75.00	6.52	0.00	46	12

Conclusions based on this data:

1. Our number of students taking the ELPAC has decreased from 46 in 20-21 to 27 in 21-22

2. We saw an increase of students scoring in level 3 for their overall score.

3. Students scoring Level 4 in 2020-21 was 19% . in 2021-22 7% scored level 4

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
679	**64.2**	**3.8**	**0.1**
Total Number of Students enrolled in Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	3.8
Foster Youth	1	0.1
Socioeconomically Disadvantaged	436	64.2
Students with Disabilities	54	8.0

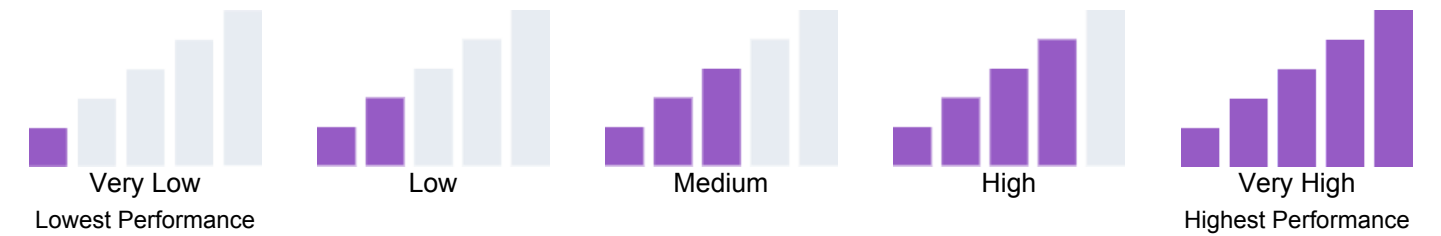| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	53	7.8
American Indian	4	0.6
Asian	39	5.7
Filipino	11	1.6
Hispanic	344	50.7
Two or More Races	19	2.8
Pacific Islander	4	0.6
White	205	30.2

Conclusions based on this data:

1. Our largest subgroup is our Hispanic subgroup.

2. Our second highest ethnic subgroup is white.

3. We have a high number of students who fall in the SED category.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Very High	**Suspension Rate** High
Mathematics High		
English Learner Progress No Performance Level		

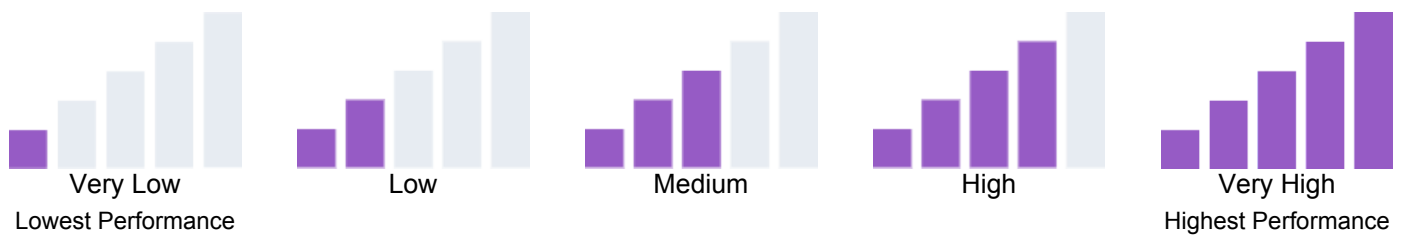**Conclusions based on this data:**

1. Our overall ELA and math status indicators are both high

2. Our overall suspension rates received a high status indicator

3. Our Chronic absenteeism received a very high indicator
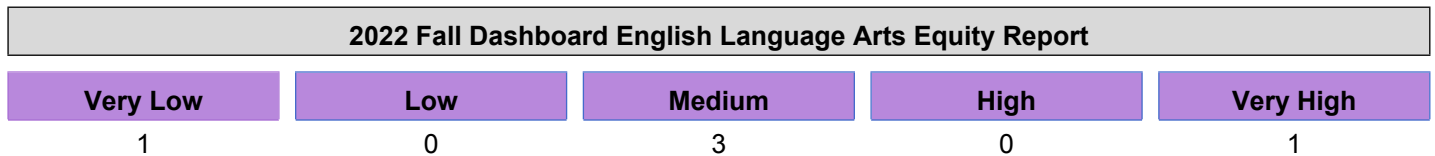
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
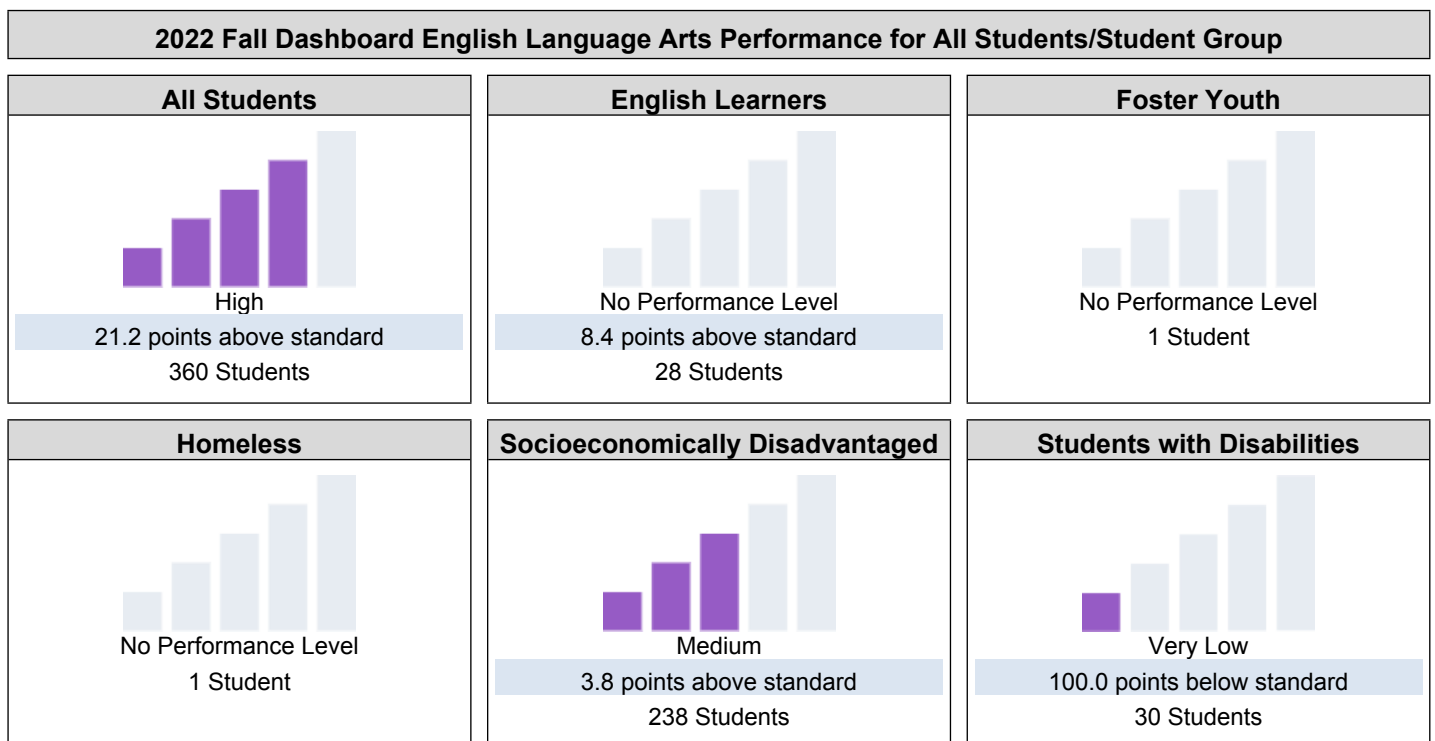
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
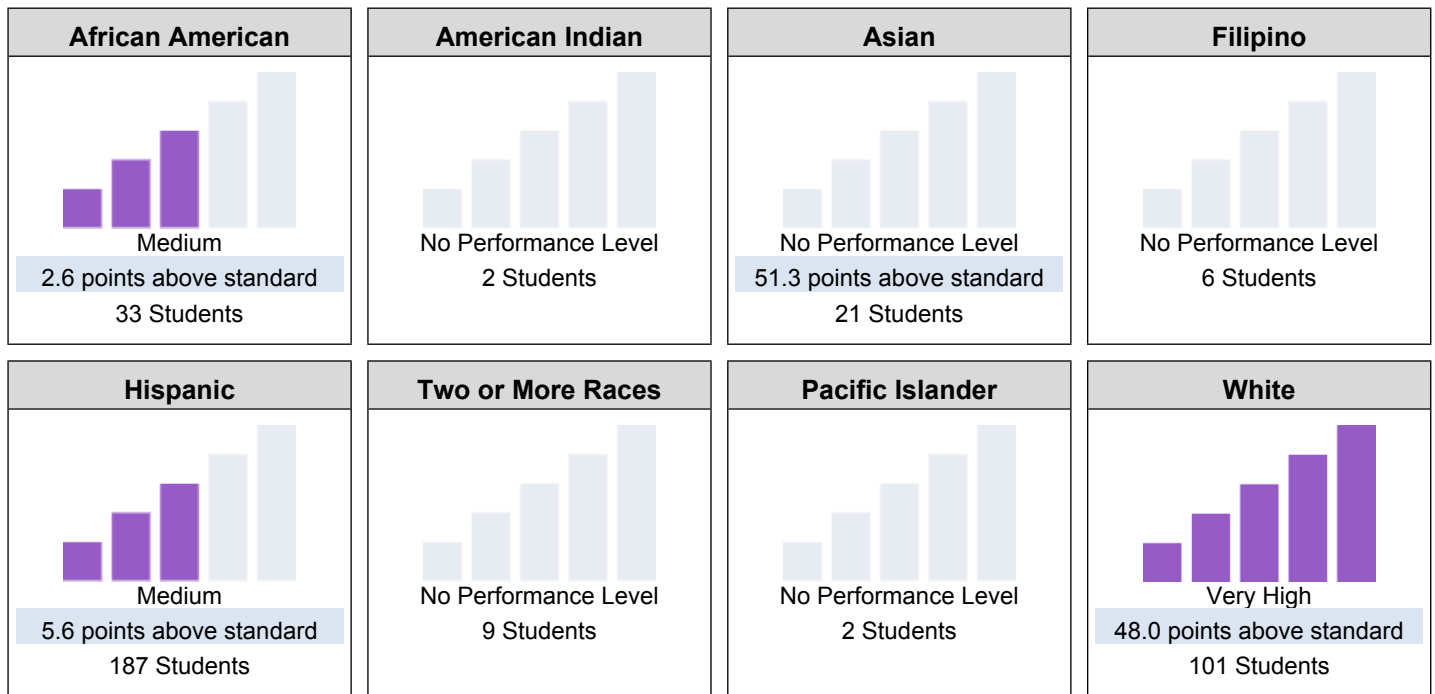

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	3	0	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
21.2 points above standard	8.4 points above standard	1 Student
360 Students	28 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
1 Student	3.8 points above standard	100.0 points below standard
	238 Students	30 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

Medium

2.6 points above standard

33 Students

American Indian

No Performance Level

2 Students

Asian

No Performance Level

51.3 points above standard

21 Students

Filipino

No Performance Level

6 Students

Hispanic

Medium

5.6 points above standard

187 Students

Two or More Races

No Performance Level

9 Students

Pacific Islander

No Performance Level

2 Students

White

Very High

48.0 points above standard

101 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

10 Students

Reclassified English Learners

38.7 points above standard

18 Students

English Only

20.6 points above standard

325 Students

Conclusions based on this data:

1. While our overall indicator was high, our White subgroup received the very high indicator

2. Our SED, African American and Hispanic subgroups all received medium indicators

3. Our SWD performed the lowest of all subgroups
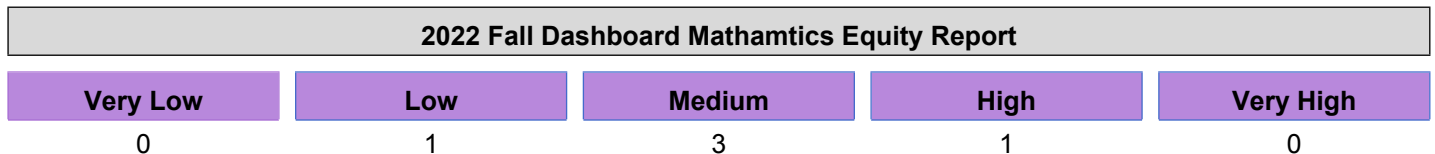
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
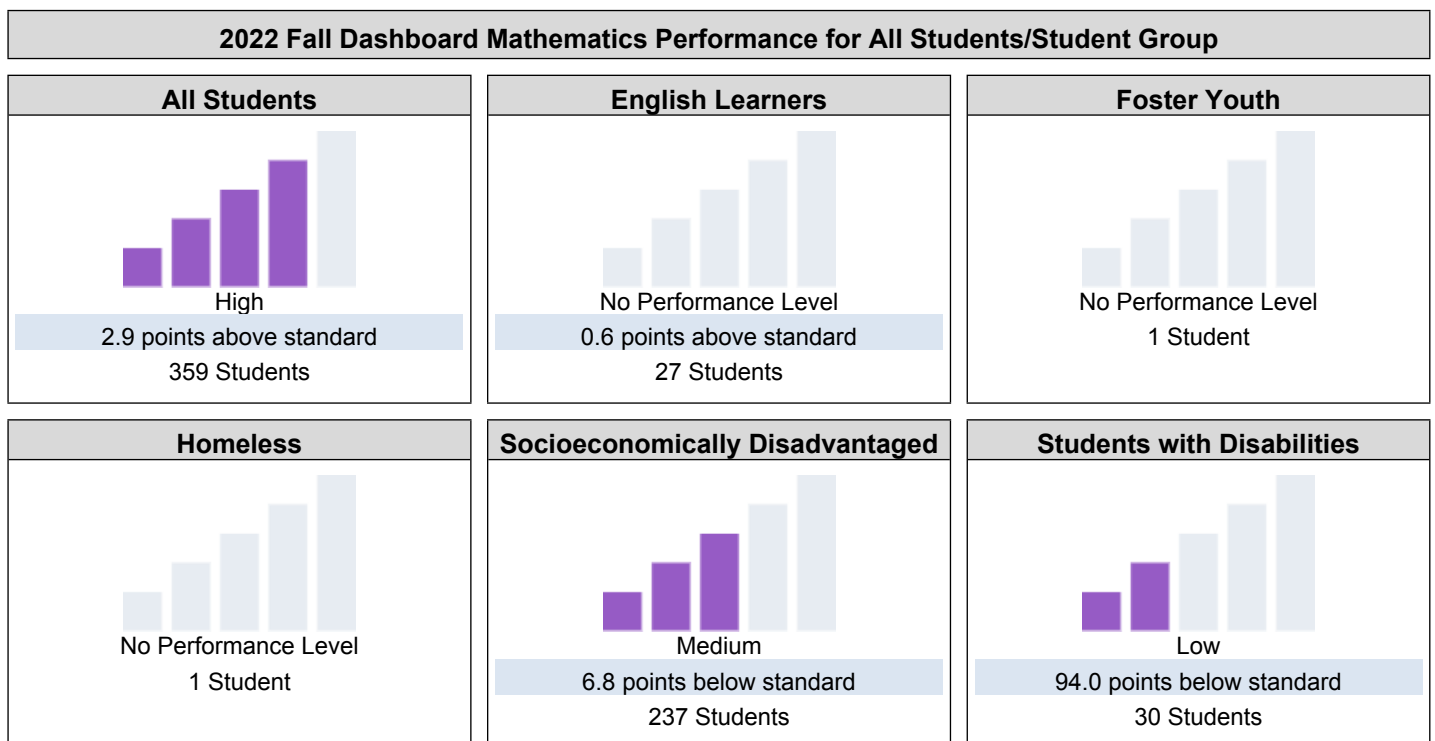
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
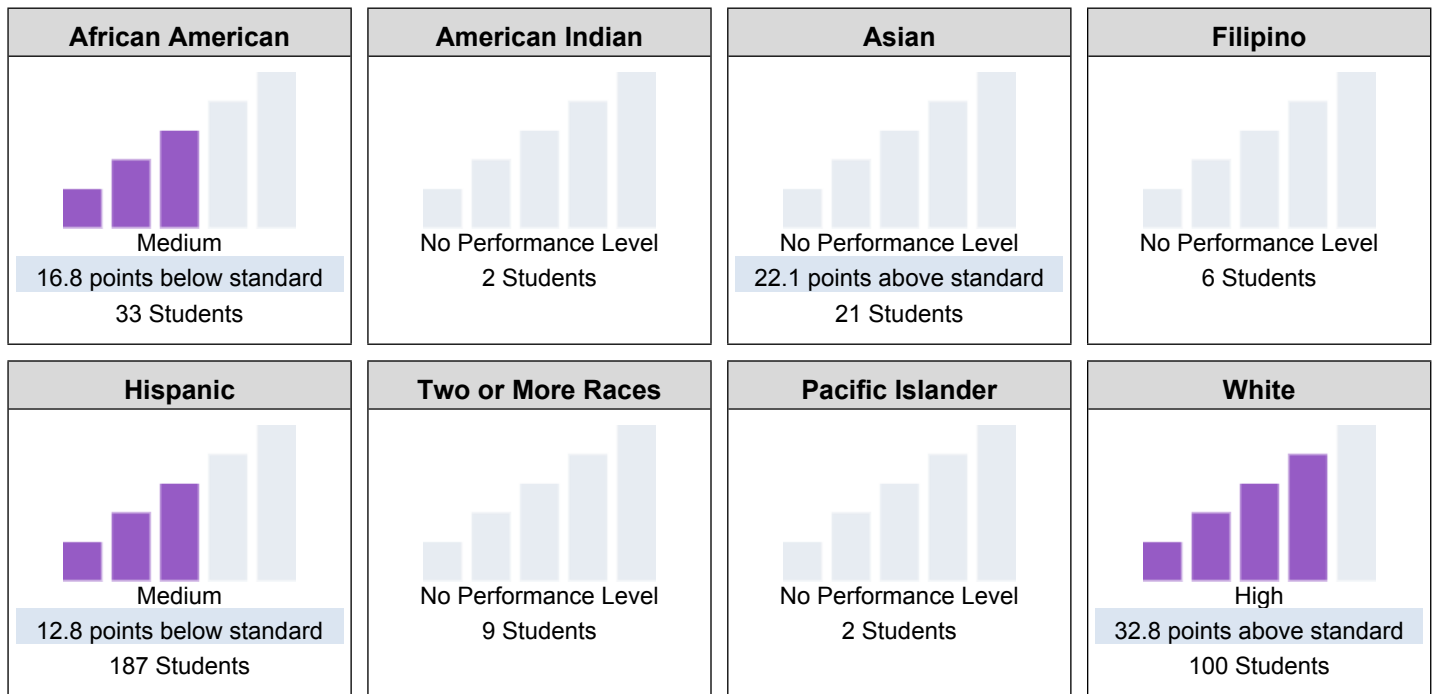
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	3	1	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
2.9 points above standard	0.6 points above standard	1 Student
359 Students	27 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Low
1 Student	6.8 points below standard	94.0 points below standard
	237 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium	No Performance Level	No Performance Level	No Performance Level
16.8 points below standard	2 Students	22.1 points above standard	6 Students
33 Students		21 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	High
12.8 points below standard	9 Students	2 Students	32.8 points above standard
187 Students			100 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	7.6 points above standard	2.6 points above standard
	18 Students	324 Students

Conclusions based on this data:

1. Our lowest performing subgroup in math was SWD with 94.0 points below standard

2. We had multiple subgroups who received a medium status indicator

3. Our White subgroup performed the best and received a high indicator

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
47.1 making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level
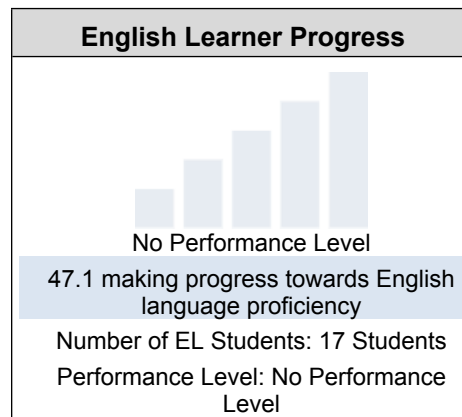
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35.3%	17.6%	0.0%	47.1%

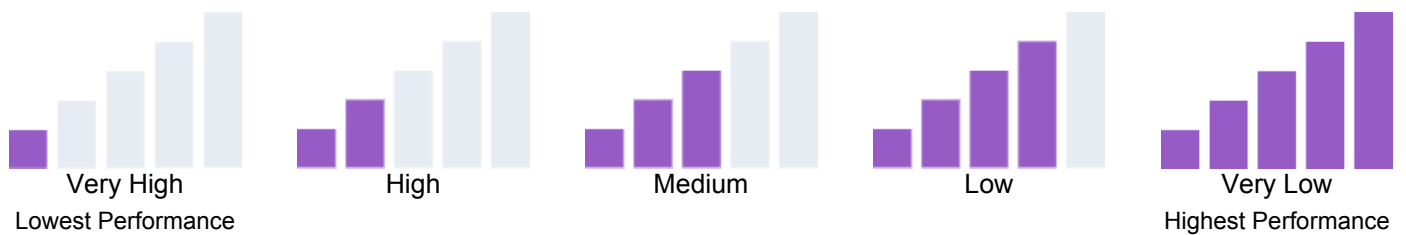**Conclusions based on this data:**

1. Due to having less than 30 EL students, we did not receive a status indicator in this area

2. Of our 17 EL students 11 of them maintained their previous ELPI level or grew at least one ELPI level

3. 47% of our EL students are making progress toward English language proficiency

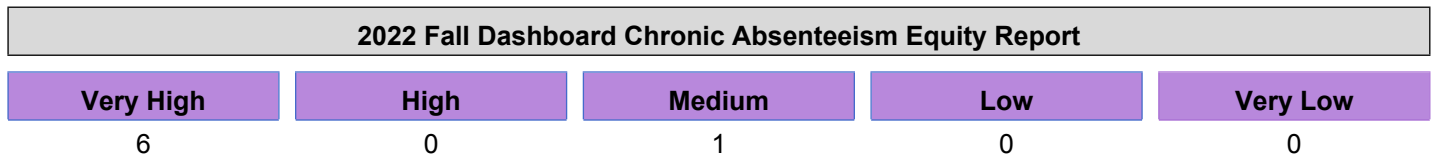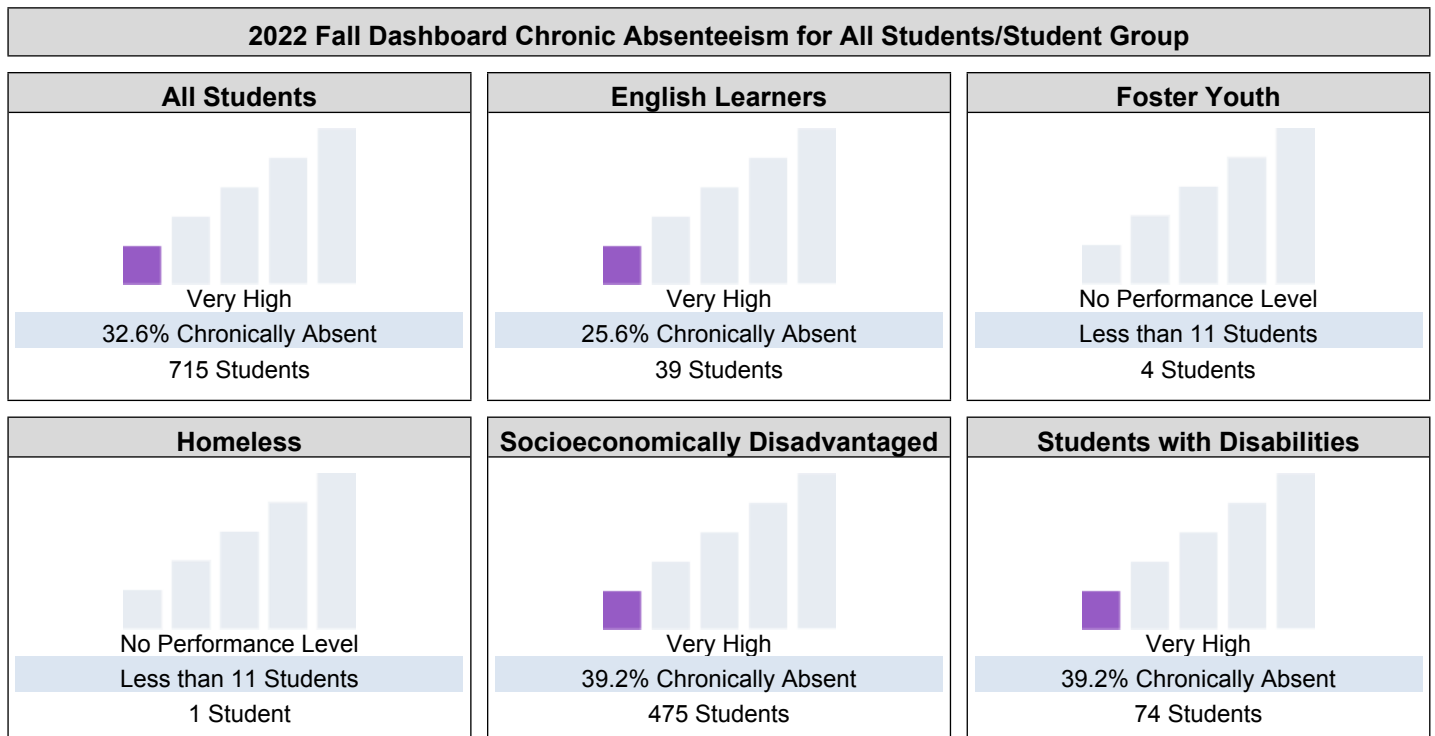# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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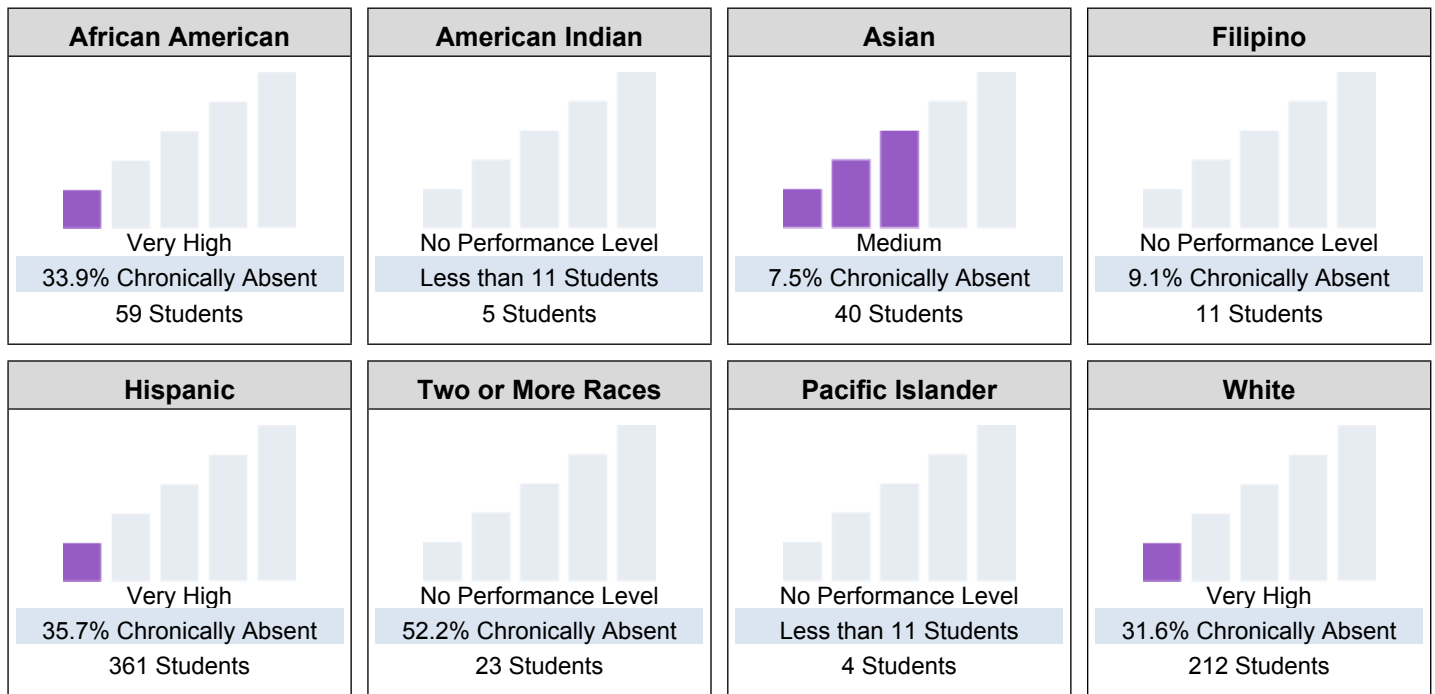

Very High | High | Medium | Low | Very Low

Lowest Performance | | | | Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
6	0	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
32.6% Chronically Absent	25.6% Chronically Absent	Less than 11 Students
715 Students	39 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	39.2% Chronically Absent	39.2% Chronically Absent
1 Student	475 Students	74 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High

33.9% Chronically Absent

59 Students

American Indian

No Performance Level

Less than 11 Students

5 Students

Asian

Medium

7.5% Chronically Absent

40 Students

Filipino

No Performance Level

9.1% Chronically Absent

11 Students

Hispanic

Very High

35.7% Chronically Absent

361 Students

Two or More Races

No Performance Level

52.2% Chronically Absent

23 Students

Pacific Islander

No Performance Level

Less than 11 Students

4 Students

White

Very High

31.6% Chronically Absent

212 Students

Conclusions based on this data:

1. Overall, our chronically absent rates were very high

2. Majority of our subgroups fell into the very high indicator

3. Our Asian subgroup had the least number of students chronically absent

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	5	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
5% suspended at least one day	4.3% suspended at least one day	Less than 11 Students
743 Students	46 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	5.4% suspended at least one day	13% suspended at least one day
1 Student	497 Students	77 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	High	No Performance Level
14.3% suspended at least one day	Less than 11 Students	4.3% suspended at least one day	0% suspended at least one day
63 Students	7 Students	46 Students	11 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	High
4.6% suspended at least one day	3.6% suspended at least one day	Less than 11 Students	3.3% suspended at least one day
370 Students	28 Students	4 Students	214 Students

Conclusions based on this data:

1. Our overall suspension rates have a high indicator

2. Majority of our subgroups fell into that same indicator

3. Our African American and SWD subgroups both had very high indicators with more than 10% of students from those subgroups suspended for at least one day

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit
by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

ELA- The goal is to increase our percentage of students who met or exceeded standards on CAASPP in ELA from 61% to 70%.

Identified Need

Continued growth in English Language Arts as measured on CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Met Achievement Standard	61% of all students met standard	65% of all students will meet standard

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

Strategy/Activity

Multi-Tiered Systems of Support- In order to provide support for ALL students, we will continue to use multi-tiered approach to assess, diagnose, and accommodate student learning as necessary.

*Hire and provide training as many intervention teachers as necessary in order to provide more targeted support for the students at each grade level.
*Intervention teachers will specialize and focus on Tier 2 and 3 interventions for grades 1 through 6.
*Hire an instructional assistant to provide Tier 2 support for our kindergarten students.
*Fund 1 ELD teacher to provide pull out instruction for EL students building language acquisition that is linked to ELPAC expectations.
*Continue to provide in-class technology to support teacher instruction and student learning.

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)
5,365.35	LCAP Intervention 1000-1999: Certificated Personnel Salaries
145184.09	Title I 1000-1999: Certificated Personnel Salaries
9706.20	LCAP Supplemental 4000-4999: Books And Supplies
4294.19	Title III English Learner 1000-1999: Certificated Personnel Salaries
135,722.63	Title I 4000-4999: Books And Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Curriculum will be provided as a reading intervention resource.

*iReady Reading, to help diagnose the areas of need in language arts and to provide skill specific intervention for those students.
*Steps to Advance for in-class and pull out tier 2 intervention.
*Supplemental curriculum to help meet the needs of the Tier 2 and Tier 3 groups.
*Digital resources to make online learning accessible for all of our 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)
12,281.43	

1,000.00		LCAP Supplemental 4000-4999: Books And Supplies	
4939.69		Title I Part A: Parent Involvement 4000-4999: Books And Supplies	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School Intervention Classes

*Provide opportunities/Personell for Tier 2 and Tier 3 after school groups for students who are in intensive need of support for reading/writing.

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)
1751.03	LCAP Intervention 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Access to technology- We will also continue to allocate funding for computers in order to maintain a 1-1 ratio of computers to students this year in grades 1-6.

*Funds will be available for replacement cost of non-functioning technology.

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)

38,454.28	Title I 4000-4999: Books And Supplies
8002.80	LCAP Supplemental 4000-4999: Books And Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum/Training- *Provide substitute teachers so that teachers have the time and training and support they need to continue to implement a continuous cycle of improvement including ELA Standards and curriculum support, Data Chats, Class observations, and coaching 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)
4,500.00	Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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

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

The overall implementation of our previous goals was good, but we do not know if we would have met our goal due to the state assessment system being halted. We have relied on iReady to monitor growth. This year will be our Baseline year for tracking achievement through CAASPP. Our intervention groups and our after school intervention programs all saw student growth and this helped more students be able to read on grade level.

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

Due to the COVID school shut down, we relied on iReady data for goal setting. This year will be our baseline year utilizing CASSPP. Based on the progress monitoring data of iReady Reading, most of the students that were enrolled in targeted interventions, the programs were seeming to be successful. We will continue to implement our current strategies/activities but will increase the amount of strategic support and monitoring.

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.

Now that we have a baseline for CAASPP, we will set a goal that will challenge and focus our instruction. We are continuing to implement interventions for reading in each grade level, and are prepared to add additional supports for writing in all grades through strategic interventions. The intended outcome will be to continue to fill gaps in instruction due to COVID.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit
by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Math- The goal is to increase our percentage of students who met or exceeded standard on the CAASPP from 55% to 60%.

Identified Need

All students ae underperforming on math, so we have a continued need to grow in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Met Achievement Standard	55% of all students met standard	60% of all students met standard

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

Strategy/Activity

Multi-Tiered Systems of Support- In order to provide support for ALL students, we will continue to use multi-tiered approach to assess, diagnose, and accommodate student learning as necessary.

*Hire and provide training as many intervention teachers as necessary in order to provide more targeted support for the students at each grade level.
*Intervention teachers will specialize and focus on Tier 2 and 3 interventions for grades 1 through 6.
*After School Intervention Classes- we will provide Tier 2 and Tier 3 after school groups for students who are in intensive need of support for math
*Hire Math intervention teachers to support grades 1-6
*Continue to provide in-class technology to support teacher instruction and student learning.

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)

| 13,000.00 | LCAP Supplemental
1000-1999: Certificated Personnel Salaries |

| 41,000.00 | |

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Curriculum will be provided as a reading intervention resource.

*iReady Math, to help diagnose the areas of need in language arts and to provide skill specific intervention for those students.
*Supplemental curriculum to help meet the needs of the Tier 2 and Tier 3 groups.
*Digital resources to make online learning accessible for all of our 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)

| 4477.35 | LCAP Intervention
1000-1999: Certificated Personnel Salaries |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Access to technology- We will also continue to allocate funding for computers in order to maintain a 1-1 ratio of computers to students this year in grades 1-6.

*Funds will be available for replacement cost of non-functioning technology.

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)
15,000.00	Title I Part A: Allocation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum/Training *Provide substitute teachers so that teachers have the time and training and support they need to continue to implement a continuous cycle of improvement including Math Standards and curriculum support, Data Chats, Class observations, and coaching 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)
4,500.00	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of our previous goals was good, but we do not know if we would have met our goal due to the state assessment system being halted. Our intervention groups and our

after school intervention programs all saw student growth and this helped more students be able to improve in their iReady reading diagnostic and classroom tests. During distance learning, our teachers continued to progress monitor the students as best they could, but due to the difficulties of assessing while students were at home, the data was not completely reliable.

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

Due to the COVID school shut down, we relied on iReady data for goal setting. This year will be our baseline year utilizing CASSPP. Based on the progress monitoring data of iReady Math, most of the students that were enrolled in targeted interventions, the programs were seeming to be successful. We will continue to implement our current strategies/activities but will increase the amount of strategic support and monitoring.

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.

Because of the length of the shutdown, we have decided to keep the goals the same this year as they were last year. We are continuing to implement the interventions for each grade level as well as possible during online learning, but are prepared to add additional supports and interventions now that all students have returned to in person instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support

LEA/LCAP Goal

Aim 2: Operate with Increasing Efficiency and Effectiveness.
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Goal 3

Behavior- The goal is to decrease our number of student behavior incidents entered in Q from 691 incidents to under 500 reported for the school year.

Identified Need

There is a need to provide continued Tier 1 supports along with strategic Tier 2 interventions in order to decrease the number of incidents reported on Q that is interfering with student learning and SE Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Q Behavior Incident Reports	2021-22 691 incidents reported on Q	500 or less incidents

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

Strategy/Activity

Train teachers on Socio Emotional Learning

*District TSAs, School Psychologist, School Counselor to support Staff PL on SEL strategies
*Hire school counselor to support students in SE T2/3 interventions
*Teachers engaging in PL off campus
*Substitutes for teachers to observe strategies in other classes.

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)
10,000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide curriculum to support positive behaviors

*Continue Positivity Project implementation
*Purchase supplemental curriculum to support grades 1-6 in positive behaviors
*Technology to support positive behaviors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation
5,000	LCAP Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier 2 students

Strategy/Activity

Provide intentional interventions for students demonstrating behaviors that interfere with their learning

*CSI groups
*Second Step
*SEL Group support staff to lead interventions
*After school SE Clubs let by certificated teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal for us this year.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Aim 1: Maximize Student Achievement
Aim 2: Operate with Increasing Efficiency and Effectiveness.
Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.

Goal 4

Increase the Attendance rate from 92% to 95%

Identified Need

The students with chronic absenteeism are not successfully learning grade level content, thus falling increasingly 2 or more grade levels behind academically. These students are enrolled in intervention, exhausting our MTSS with no noticable improvement. Our intervention supports are not being utilized by these struggling students and our intervention resources are not being used to their full potential.

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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)

Students considered Chronically absent by state guidelines.

Strategy/Activity

Attendance Interventions:

* Hire/ Assigned staff to Monitor Attendance intervention calls and documentation
* Ongoing ARM/SARB meetings for Chronic absenteeism
* Provide student incentives for improved attendance

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

Amount(s)	Source(s)
5,000	LCAP Supplemental
311.25	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal.

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

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

Budget Summary

Complete the 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	$333,406.13
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$479,490.29

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 ($)
Title I	$323,861.00
Title I Part A: Allocation	$34,500.00
Title I Part A: Parent Involvement	$5,250.94

Subtotal of additional federal funds included for this school: $363,611.94

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 ($)
	$53,281.43
LCAP Intervention	$11,593.73
LCAP Supplemental	$46,709.00
Title III English Learner	$4,294.19

Subtotal of state or local funds included for this school: $115,878.35

Total of federal, state, and/or local funds for this school: $479,490.29

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
LCAP Supplemental	$46,709.00	0.00
LCAP Intervention	$11,593.73	0.00
Title I	$323,861.00	0.00
Title I Part A: Parent Involvement	$5,250.94	0.00
Title III English Learner	$4,294.19	0.00

Expenditures by Funding Source

Funding Source	Amount
	53,281.43
LCAP Intervention	11,593.73
LCAP Supplemental	46,709.00
Title I	323,861.00
Title I Part A: Allocation	34,500.00
Title I Part A: Parent Involvement	5,250.94
Title III English Learner	4,294.19

Expenditures by Budget Reference

Budget Reference	Amount
	72,781.43
1000-1999: Certificated Personnel Salaries	178,572.01
4000-4999: Books And Supplies	197,825.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		53,281.43
1000-1999: Certificated Personnel Salaries	LCAP Intervention	11,593.73
	LCAP Supplemental	15,000.00
1000-1999: Certificated Personnel Salaries	LCAP Supplemental	13,000.00
4000-4999: Books And Supplies	LCAP Supplemental	18,709.00
1000-1999: Certificated Personnel Salaries	Title I	149,684.09
4000-4999: Books And Supplies	Title I	174,176.91
	Title I Part A: Allocation	15,000.00
	Title I Part A: Allocation	19,500.00
	Title I Part A: Parent Involvement	311.25
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	4,939.69
1000-1999: Certificated Personnel Salaries	Title III English Learner	4,294.19

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	371,201.69
Goal 2	77,977.35
Goal 3	25,000.00
Goal 4	5,311.25

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

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Matt Verhalen	Principal
Phil Morrow	Parent or Community Member
Joey Hull	Parent or Community Member
Alyssia Aguilar	Parent or Community Member
Felicia Bunton	Parent or Community Member
Andrea McCaughey	Parent or Community Member
Mohammad Al Battat	Parent or Community Member
Charinee Williams	Classroom Teacher
Laura Cook	Classroom Teacher
Amanda Kehler	Classroom Teacher Other School Staff
Rachelle Pirok	Other School Staff
Celia Willis	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
(signature)	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 May 17, 2023.

Attested:

Signature	
(signature)	Principal, Matt Verhalen on May 17, 2023
(signature)	SSC Chairperson, Phil Morrow on May 17, 2023