

# 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	39685696041917	October 13, 2022	

## Purpose and Description

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

Schoolwide Program

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

For Lincoln Elementary, areas of need have been identified and goals set to meet those needs. Each of the districts' four LCAP goals supports the six goals for Lincoln Elementary by supporting high quality classroom instruction, equitable access, engaging parents and community members, providing a safe and supportive school environment, supporting English Learners, socioeconomically disadvantaged students, and students with disabilities.

Lincoln Elementary goals are as follows:

Goal 1: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core English Language Arts standards. The actions and services in Goal 1 primarily focus on providing effective Tier 1 instruction, as well as effective Tier 2 and Tier 3 targeted intervention.

Goal 2: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core Mathematics standards. The actions and services in Goal 2 primarily focus on professional learning for teachers to build expertise which will transfer to more effective instruction in mathematics.

Goal 3: Student will be given greater opportunities to make creative choices on how to express their learning in the areas of social studies, science, and the arts. The actions and services in Goal 3 primarily focus on building students' ability to meet rigorous common core standards in writing across content areas.

Goal 4: The school will expand opportunities for family participation and education. The primary focus for Goal 4 is to provide opportunities for family participation by offering several family engagement nights and building relationships with families that will create and impact student learning.

Goal 5: The suspension rate will decrease from the previous school year. Attendance rates for all students will increase from the previous school year. The primary focus for Goal 5 is to support Restorative Practices and help to encourage students with positive behaviors and assist in providing a safe environment for students to learn and be successful.

Goal 6: All English Learners will show growth towards meeting English Language proficiency and grade level academic standards. The primary focus for Goal 6 is to support all of our English Learners to gain more access to the English language so they can be academically successful.

This school plan for student achievement is a strategic plan that maximizes resources with the ultimate goal of increasing student achievement. Through each goal students will work towards improvement with the resources that are made available with each plan.

# 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).

February of each year our parents, 5th and 6th grade students, and staff take a survey called Youth Truth. The survey helps the school better understand the needs of our community and how the school can better serve them and have a successful year. These results were reviewed with ELAC, Staff, and School

## Classroom Observations

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

Each teacher is observed at least four times that are either scheduled or unscheduled. There are also weekly in-formal walk-throughs that are quick but give a good idea of what is happening in the classroom and what learning is taking place. Depending on the lesson that is being observed, depends on the findings. Each observation gives the teachers feedback on classroom management, student tasks, stating the lesson objective, teaching to the lesson objectives, what the students are doing, as well as checking for understanding.

## 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)

The use of state assessments such as CAASPP ELA, CAASPP Math, CST 5th grade science are used in grades 3-6th to track performance levels. ELPAC is given to all English Learner students in K-6th to gain information on the students English proficiency. Each of these assessments give us yearly data which staff analyze to give them a direction they need to work on in their instruction throughout the year. Each year Lincoln Elementary gives local assessments as well. We have transitioned from giving MAP to iReady in both math and ELA for grades 1st-6th. Grades 1-3 give DIBELS using the Amplify platform for tracking data on reading. The MDTP is a math assessment that is given to 5th grade students in the Spring. The data is then used to see which students might be ready for advanced placement math in 6th grade.

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

Mid-Module and End-of-Module Eureka Math assessments are given throughout the teaching of the content. The data is looked at during team collaboration time that is given three times a month and teachers find important pieces of information that can help guide instruction. Exit Tickets are given to students at the end of each math lesson and gives quick feedback to check for student understanding. CORE Phonics Survey is given to students in K-3rd and hand picked students in 4-6th several times a year. This assessment helps the teacher know what wholes in foundational reading skills the student may have and then be able to give instruction either whole class or in small groups. LEXIA is an on-line reading program that allows students to have lessons at their own pace. Based on their scores, teachers are able to print out lessons that are geared to the student's specific skill that is needed and can work with them in a small group.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lincoln Elementary has met the qualifications for a highly qualified staff.

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

Lincoln Elementary met sufficiency of credentialed teachers for general education, special education, and intervention classes.

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

Professional Development for Lincoln Elementary staff was aligned to content standards and will continue to be offered and aligned throughout the school year.

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

Continuous instructional support was offered and continues to be offered to teachers in the areas of science, reading, math, and ELD. Some of the professional development is offered during school and some is offered after school hours. Our district office has a coordinator of curriculum who allows for professional development to happen at the district level. At the school sites, the administrators will give feedback and instructional support through our observations and walk-throughs.

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

Every Monday our school is released one hour early, which allows teachers an hour of team collaboration. During this collaboration time, the teachers will look at data, assessments, or assignments that were given and analyze them to help guide instruction. The teachers will also navigate websites such as the SVMl website to gain instructional strategies they can use within the classroom to help improve student learning. Once a month teachers are given an hour of time to meet with grade level alike teachers across the district. The meetings are led by site administrators but guided by direction for Education Services. Math instruction continues to be a focus of collaboration.

## Teaching and Learning

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

Curriculum, instruction, and materials are aligned to content and performance standards.

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

Each grade level has adhered to the recommended instructional minutes for the ELA and mathematics instruction.

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

Teachers are given and use the district pacing guide to help guide the curriculum through the year. Lincoln Elementary doesn't have any assigned intervention courses but we do offer the Title 1 program which is a reading intervention program. With the help of the Title 1 teacher and the classroom teacher, decisions are made to give reading intervention support for a short time. Progress monitoring is done every three to four weeks and then intervention is offered if needed.

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

All classes have appropriate amounts of standards-based instructional materials (ELA, Math, Science, and Social Studies) for each student on campus.

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

Each grade level uses the district adopted standards based curriculum and instructional materials in the general education classes. They can use the materials whole class or in small groups during Tier 2 small group intervention.

## Opportunity and Equal Educational Access

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

Lincoln Elementary is a Title 1 school which provides reading intervention and support to students who are below grade level. We have one Title 1 teacher, one 50% reading intervention teacher, three paraprofessionals, and one primary language assistant to help those struggling readers. Students are targeted in small group instruction within their classroom by their classroom teacher and can also be given supports from the Title 1 program. Classroom teachers continue to work diligently by offering small group instruction in reading and math instruction.

Evidence-based educational practices to raise student achievement

Each teacher brings their own sense of ownership to the classroom with their evidence-based educational practices. Every class has a combination of the following practices: Small Group instruction in reading and math, use of Dreambox, use of LEXIACore5, iReady, use of intervention materials in Wonders and Study Sync, use of math manipulatives during math lessons, partner work, and group work.

## Parental Engagement

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

We have ParentSquare to use as a mode of communication to parents. Within the school day we offer two outside counseling agencies that support student SEL needs (VCCS and CAPC). Donated school supplies are given to those students who might be in need of supplies. At the end of the year we sent home summer enrichment supplies and backpacks with all students to help with the summer slide. We have a few organizations that continue to make donations to support the health and physical needs (glasses, shoes, clothes) of our students.

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)

Three different parent groups (ELAC, SSC, PTA) are involved in the planning and implementation of programs on our school site. We have two student groups (Student Council and Leadership) that also help to make decisions. In each group we discuss needs of the school, student needs, and plans to meet the goals that are in place in our school plan. Once a month a "Coffee With the Principal" is scheduled and is a platform for parents to come and listen to plans, share their thoughts, and give input on issues that they might have. We have one staff Leadership team where all grade levels and programs are represented. We discuss upcoming plans, discuss curriculum, review data, and make decisions for our school.

## Funding

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

Lincoln Elementary is a Title 1 school which provides reading intervention and support to students who are below grade level. We have one Title 1 teacher, one 50% reading intervention teacher, three paraprofessionals, and one primary language assistant to help those struggling readers. Students are targeted in small group instruction within their classroom by their classroom teacher and can also be given supports from the Title 1 program.

Fiscal support (EPC)

Lincoln Elementary has been fully funded with Title 1 monies to meet the needs of our underperforming students.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The School Site Council members were pivotal in supporting the design for the school goals and writing of the School Plan for Student Achievement (SPSA). The School Site Council created a fluid list of strategies to support the ongoing goals for Lincoln Elementary. ELAC parents were presented the plan via Zoom, in their home language using the support of translation services. Parents were invited virtually to a voluntary meet and greet with admin to review the plan and to give feedback. Staff members were also engaged in the process through staff meetings and through Leadership meetings and collaboration.. The intention is that this process will lead to a partnership between family and school and will boost student achievement.

## Resource Inequities

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

There are no known resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	16.72%	16.7%	14.48%	102	99	87
Asian	7.7%	7.1%	5.82%	47	42	35
Filipino	0.98%	0.8%	0.50%	6	5	3
Hispanic/Latino	57.38%	59.0%	62.40%	350	350	375
Pacific Islander	0.98%	0.5%	0.50%	6	3	3
White	9.67%	9.3%	9.48%	59	55	57
Multiple/No Response	6.56%	6.4%	6.66%	40	38	40
<b>Total Enrollment</b>				610	593	601

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	70	65	74
Grade 1	76	72	71
Grade 2	96	92	74
Grade3	116	104	106
Grade 4	93	98	94
Grade 5	64	96	87
Grade 6	95	66	95
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	610	593	601

### Conclusions based on this data:

1. African American, Asian, and Filipino has been declining over the last few years.

2. Enrollment is steady across the years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>English Learners</b>	106	93	105	17.4%	15.70%	17.5%
<b>Fluent English Proficient (FEP)</b>	43	39	33	7.0%	6.60%	5.5%
<b>Reclassified Fluent English Proficient</b>	21	3		19.1%	0.50%	

### Conclusions based on this data:

1. The amount of students that have been RFEP'ed is significantly less than year 2019-2020.
2. Our English Learner population is staying about the same over the 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	106	107		104	107		104	107		98.1	100.0	
Grade 4	61	93		61	92		61	92		100	98.9	
Grade 5	94	96		91	95		91	95		96.8	99.0	
Grade 6	96	64		95	64		95	64		99	100.0	
Grade 11												
All Grades	357	360		351	358		351	358		98.3	99.4	

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2417.	2372.		21.15	13.08		22.12	14.95		31.73	18.69		25.00	53.27	
Grade 4	2483.	2423.		31.15	8.70		26.23	25.00		21.31	21.74		21.31	44.57	
Grade 5	2492.	2476.		16.48	12.63		28.57	27.37		23.08	23.16		31.87	36.84	
Grade 6	2516.	2505.		13.68	12.50		30.53	28.13		33.68	29.69		22.11	29.69	
Grade 11															
All Grades	N/A	N/A	N/A	19.66	11.73		26.78	23.18		28.21	22.63		25.36	42.46	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.15	11.21		47.12	50.47		31.73	38.32	
Grade 4	22.95	8.70		57.38	68.48		19.67	22.83	
Grade 5	19.78	9.47		49.45	64.21		30.77	26.32	
Grade 6	15.79	12.50		48.42	60.94		35.79	26.56	
Grade 11									
All Grades	19.66	10.34		49.86	60.61		30.48	29.05	

2019-20 Data:

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	27.88	5.61		42.31	49.53		29.81	44.86	
<b>Grade 4</b>	27.87	8.70		50.82	60.87		21.31	30.43	
<b>Grade 5</b>	29.67	18.95		50.55	51.58		19.78	29.47	
<b>Grade 6</b>	11.58	15.63		66.32	45.31		22.11	39.06	
<b>Grade 11</b>									
<b>All Grades</b>	23.93	11.73		52.42	52.23		23.65	36.03	

2019-20 Data:

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	16.35	7.48		60.58	66.36		23.08	26.17	
<b>Grade 4</b>	24.59	2.17		59.02	68.48		16.39	29.35	
<b>Grade 5</b>	10.99	9.47		62.64	76.84		26.37	13.68	
<b>Grade 6</b>	12.63	7.81		69.47	79.69		17.89	12.50	
<b>Grade 11</b>									
<b>All Grades</b>	15.38	6.70		63.25	72.07		21.37	21.23	

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	15.38	9.35		60.58	63.55		24.04	27.10	
<b>Grade 4</b>	27.87	8.70		47.54	64.13		24.59	27.17	
<b>Grade 5</b>	16.48	16.84		52.75	54.74		30.77	28.42	
<b>Grade 6</b>	22.11	17.19		52.63	64.06		25.26	18.75	
<b>Grade 11</b>									
<b>All Grades</b>	19.66	12.57		54.13	61.45		26.21	25.98	

2019-20 Data:

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**Conclusions based on this data:**

1. Across all the grade levels in the 2019-2022 school year, student percentages in all categories were very similar.
2. During the 2020-2021 (COVID year) the amount of students tested was almost 100%, which was a challenge during that year. But, students mostly participated and had completed their state testing.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	105	107		104	105		104	105		99	98.1	
Grade 4	63	93		63	92		63	92		100	98.9	
Grade 5	94	96		91	94		91	94		96.8	97.9	
Grade 6	96	64		95	64		95	64		99	100.0	
Grade 11												
All Grades	358	360		353	355		353	355		98.6	98.6	

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2420.	2364.		18.27	4.76		31.73	20.00		17.31	20.95		32.69	54.29	
Grade 4	2481.	2416.		19.05	0.00		31.75	18.48		33.33	34.78		15.87	46.74	
Grade 5	2486.	2440.		7.69	8.51		20.88	5.32		35.16	32.98		36.26	53.19	
Grade 6	2488.	2488.		11.58	14.06		16.84	7.81		31.58	37.50		40.00	40.63	
Grade 11															
All Grades	N/A	N/A	N/A	13.88	6.20		24.93	13.52		28.61	30.70		32.58	49.58	

### 2019-20 Data:

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	31.73	5.71		31.73	37.14		36.54	57.14	
<b>Grade 4</b>	36.51	3.26		36.51	47.83		26.98	48.91	
<b>Grade 5</b>	15.38	7.45		39.56	36.17		45.05	56.38	
<b>Grade 6</b>	14.74	9.38		32.63	39.06		52.63	51.56	
<b>Grade 11</b>									
<b>All Grades</b>	23.80	6.20		34.84	40.00		41.36	53.80	

2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	27.88	12.38		42.31	37.14		29.81	50.48	
<b>Grade 4</b>	22.22	5.43		52.38	43.48		25.40	51.09	
<b>Grade 5</b>	8.79	5.32		54.95	39.36		36.26	55.32	
<b>Grade 6</b>	9.47	7.81		45.26	54.69		45.26	37.50	
<b>Grade 11</b>									
<b>All Grades</b>	17.00	7.89		48.16	42.54		34.84	49.58	

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	28.85	8.57		43.27	57.14		27.88	34.29	
<b>Grade 4</b>	28.57	3.26		47.62	58.70		23.81	38.04	
<b>Grade 5</b>	9.89	8.51		45.05	55.32		45.05	36.17	
<b>Grade 6</b>	14.74	7.81		36.84	65.63		48.42	26.56	
<b>Grade 11</b>									
<b>All Grades</b>	20.11	7.04		42.78	58.59		37.11	34.37	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2020-2021 we had nearly 80% of our students not meet standards in math. In 2018-2019, we had nearly 60% of our students not meet standards in math. The increase in students not meeting standards is led to believe it was 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1445.8	*		1440.8	*		1457.4	*		11	10	
<b>1</b>	1455.4	1433.1		1456.9	1456.3		1453.4	1409.3		22	11	
<b>2</b>	1500.6	1480.0		1497.8	1484.2		1502.8	1475.3		17	20	
<b>3</b>	1495.7	1474.0		1491.1	1473.5		1499.7	1474.2		15	22	
<b>4</b>	1537.5	1509.9		1546.5	1509.9		1527.8	1509.4		11	16	
<b>5</b>	1547.0	*		1547.8	*		1545.6	*		21	10	
<b>6</b>	1536.1	*		1526.6	*		1544.9	*		13	10	
<b>All Grades</b>										110	99	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.18	*		36.36	*		45.45	*		0.00	*		11	*	
<b>1</b>	4.55	0.00		50.00	36.36		36.36	45.45		9.09	18.18		22	11	
<b>2</b>	23.53	15.00		47.06	50.00		23.53	25.00		5.88	10.00		17	20	
<b>3</b>	13.33	0.00		40.00	31.82		33.33	50.00		13.33	18.18		15	22	
<b>4</b>	27.27	18.75		54.55	31.25		18.18	37.50		0.00	12.50		11	16	
<b>5</b>	47.62	*		38.10	*		14.29	*		0.00	*		21	*	
<b>6</b>	23.08	*		46.15	*		23.08	*		7.69	*		13	*	
<b>All Grades</b>	22.73	11.11		44.55	36.36		27.27	39.39		5.45	13.13		110	99	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	9.09	*		54.55	*		27.27	*		9.09	*		11	*	
<b>1</b>	9.09	0.00		50.00	72.73		31.82	18.18		9.09	9.09		22	11	
<b>2</b>	41.18	25.00		35.29	40.00		23.53	30.00		0.00	5.00		17	20	
<b>3</b>	53.33	9.09		20.00	63.64		6.67	22.73		20.00	4.55		15	22	
<b>4</b>	45.45	31.25		54.55	56.25		0.00	12.50		0.00	0.00		11	16	
<b>5</b>	61.90	*		33.33	*		4.76	*		0.00	*		21	*	
<b>6</b>	38.46	*		38.46	*		15.38	*		7.69	*		13	*	
<b>All Grades</b>	37.27	20.20		40.00	55.56		16.36	19.19		6.36	5.05		110	99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.18	*		36.36	*		45.45	*		0.00	*		11	*	
<b>1</b>	4.55	0.00		31.82	36.36		45.45	18.18		18.18	45.45		22	11	
<b>2</b>	11.76	15.00		58.82	35.00		17.65	30.00		11.76	20.00		17	20	
<b>3</b>	6.67	0.00		40.00	22.73		46.67	45.45		6.67	31.82		15	22	
<b>4</b>	9.09	18.75		36.36	18.75		45.45	31.25		9.09	31.25		11	16	
<b>5</b>	9.52	*		28.57	*		57.14	*		4.76	*		21	*	
<b>6</b>	7.69	*		38.46	*		46.15	*		7.69	*		13	*	
<b>All Grades</b>	9.09	9.09		38.18	23.23		43.64	42.42		9.09	25.25		110	99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.18	*		81.82	*		0.00	*		11	*	
<b>1</b>	40.91	36.36		54.55	63.64		4.55	0.00		22	11	
<b>2</b>	29.41	30.00		70.59	65.00		0.00	5.00		17	20	
<b>3</b>	13.33	13.64		60.00	81.82		26.67	4.55		15	22	
<b>4</b>	27.27	43.75		63.64	50.00		9.09	6.25		11	16	
<b>5</b>	19.05	*		76.19	*		4.76	*		21	*	
<b>6</b>	15.38	*		69.23	*		15.38	*		13	*	
<b>All Grades</b>	24.55	28.28		67.27	67.68		8.18	4.04		110	99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	9.09	*		81.82	*		9.09	*		11	*	
<b>1</b>	4.55	18.18		81.82	63.64		13.64	18.18		22	11	
<b>2</b>	35.29	25.00		64.71	70.00		0.00	5.00		17	20	
<b>3</b>	53.33	13.64		26.67	77.27		20.00	9.09		15	22	
<b>4</b>	90.91	43.75		9.09	56.25		0.00	0.00		11	16	
<b>5</b>	80.95	*		19.05	*		0.00	*		21	*	
<b>6</b>	61.54	*		38.46	*		0.00	*		13	*	
<b>All Grades</b>	46.36	31.31		47.27	59.60		6.36	9.09		110	99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.18	*		81.82	*		0.00	*		11	*	
<b>1</b>	9.09	0.00		63.64	54.55		27.27	45.45		22	11	
<b>2</b>	5.88	25.00		76.47	55.00		17.65	20.00		17	20	
<b>3</b>	0.00	0.00		73.33	50.00		26.67	50.00		15	22	
<b>4</b>	18.18	18.75		63.64	37.50		18.18	43.75		11	16	
<b>5</b>	19.05	*		71.43	*		9.52	*		21	*	
<b>6</b>	7.69	*		46.15	*		46.15	*		13	*	
<b>All Grades</b>	10.91	10.10		68.18	55.56		20.91	34.34		110	99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	36.36	*		54.55	*		9.09	*		11	*	
<b>1</b>	9.09	0.00		77.27	54.55		13.64	45.45		22	11	
<b>2</b>	29.41	15.00		64.71	70.00		5.88	15.00		17	20	
<b>3</b>	40.00	4.55		53.33	63.64		6.67	31.82		15	22	
<b>4</b>	18.18	12.50		81.82	56.25		0.00	31.25		11	16	
<b>5</b>	14.29	*		80.95	*		4.76	*		21	*	
<b>6</b>	46.15	*		46.15	*		7.69	*		13	*	
<b>All Grades</b>	25.45	11.11		67.27	63.64		7.27	25.25		110	99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Our students in Level 1 performance is rising, which means we are getting more Newcomers to our school.
2. We are on a steady decline of the number of English Learner students.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>593</b>	<b>78.9</b>	<b>15.7</b>	<b>0.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	15.7
Foster Youth	1	0.2
Homeless	23	3.9
Socioeconomically Disadvantaged	468	78.9
Students with Disabilities	78	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	99	16.7
American Indian or Alaska Native		
Asian	42	7.1
Filipino	5	0.8
Hispanic	350	59.0
Two or More Races	38	6.4
Native Hawaiian or Pacific Islander	3	0.5
White	55	9.3

### Conclusions based on this data:

- 1.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	
<b>English Learner Progress</b>		
<b>College/Career</b>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

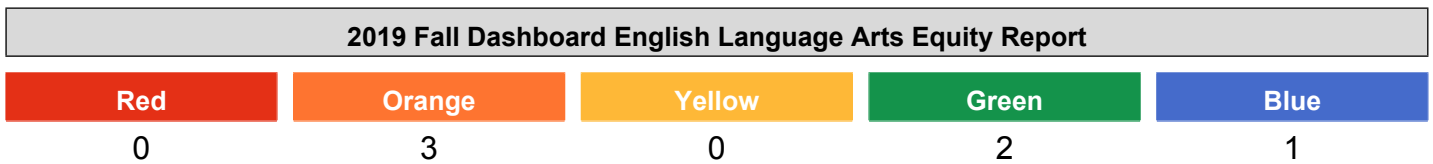
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 0.9 points below standard Increased ++14.6 points 314	<p><b>English Learners</b></p> Orange 26.3 points below standard Declined -5.7 points 72	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p> Green 4.1 points below standard Increased Significantly ++17.8 points 285	<p><b>Students with Disabilities</b></p> Orange 97.7 points below standard Increased ++8.1 points 46

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 25.4 points below standard Maintained -0.2 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 7.2 points above standard Declined -9 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.2 points below standard Increased Significantly ++22.2 points 193	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 24.7 points above standard Increased Significantly ++15.8 points 33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
47.7 points below standard Increased ++6.8 points 51	25.7 points above standard Declined Significantly -51.6 points 21	0.9 points above standard Increased Significantly ++19.4 points 225

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

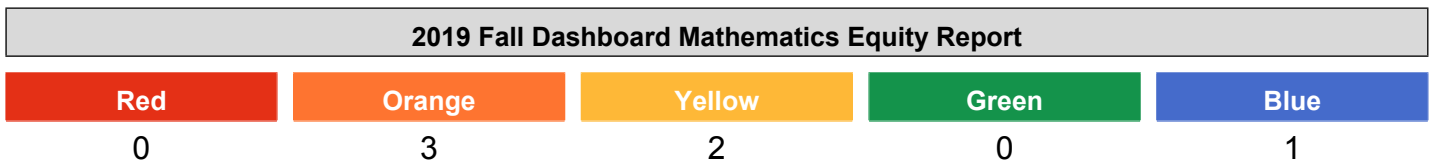
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>25.5 points below standard</p> <p>Increased ++14.7 points</p> <p>314</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>45.5 points below standard</p> <p>Maintained ++0.4 points</p> <p>72</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>29.2 points below standard</p> <p>Increased Significantly ++16.6 points</p> <p>285</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>109.6 points below standard</p> <p>Increased ++11.2 points</p> <p>46</p>



**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 59.4 points below standard Declined Significantly -17.7 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 18 points below standard Declined -5.1 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.3 points below standard Increased Significantly ++21.7 points 193	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 10.3 points above standard Increased Significantly ++10.7 points 33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
71 points below standard Increased ++3.1 points 51	16.6 points above standard Declined Significantly -19 points 21	23.8 points below standard Increased Significantly ++18.7 points 225

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

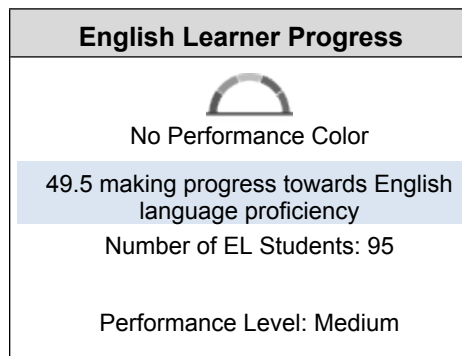
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 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.

### 2019 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
	30.5	4.2	45.2

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

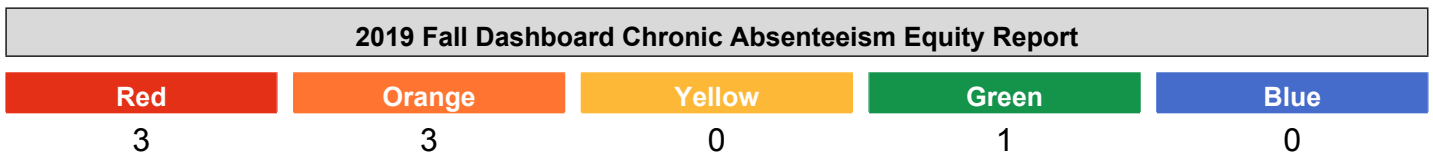
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 18.3 Increased +1.6 672	<p><b>English Learners</b></p>  Orange 9.6 Increased +3.9 136	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<p><b>Homeless</b></p>  No Performance Color 47.8 Declined -6.7 23	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 19 Increased +1 611	<p><b>Students with Disabilities</b></p>  Red 27.5 Increased +6.4 91

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 21.8 Increased +4 110	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 9.4 Increased +2 53	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.2 Increased Significantly +3.8 397	 No Performance Color 10.3 Declined -25.4 29	 No Performance Color 50 12	 Green 6.5 Declined -8.2 62

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

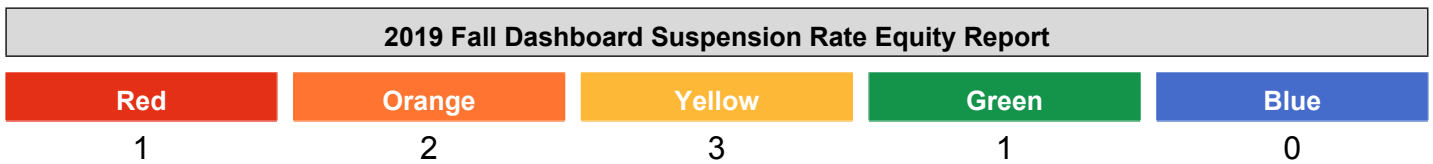
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Yellow 3.4 Declined Significantly -1 699	<p><b>English Learners</b></p> Orange 2.2 Increased +1.4 137	<p><b>Foster Youth</b></p> No Performance Color 9.1 11
<p><b>Homeless</b></p> No Performance Color 12.5 Declined -5.7 24	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 3.7 Declined Significantly -1.2 630	<p><b>Students with Disabilities</b></p> Red 7.5 Increased +3.7 93

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 6.7 Declined -1.8 119	 No Performance Color Less than 11 Students - Data 2	 Yellow 1.8 Maintained 0 55	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 Declined Significantly -1.4 404	 No Performance Color 2.9 Increased +2.9 34	 No Performance Color 0 13	 Yellow 3.1 Declined -0.8 64

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4.5	3.4

**Conclusions based on this data:**

- 1.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

## Goal 1

Goal 1: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core English Language Arts standards.

## Identified Need

The number of students entering Kindergarten with school readiness skills is lower than expected. With early intervention we see there is an increase in reading skills. As the students get older, the need for intervention increases based on students' reading, comprehension, and writing assessments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students meeting or exceeding standards - CAASPP ELA	Grade 3 - 26% Grade 4 - 37% Grade 5 - 33% Grade 6 - 48% Spring 2022	Grade 3 - 35% Grade 4 - 40% Grade 5 - 40% Grade 6 - 50% Spring 2023
Percentage of Grade 1-3 students Ready for Core Support - DIBELS	Grade 1 - 39% Grade 2 - 44% Grade 3 - 60% Fall 2022	Grade 1 - 60% Grade 2 - 60% Grade 3 - 65% Fall 2023
Percentage of K-5 students working in or above grade level - LEXIA	30% Fall 2022	40% Fall 2023
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Grade 1 - 8% Grade 2 - 12% Grade 3 - 20% Grade 4 - 15% Grade 5 - 20% Grade 6 - 13% September 2022	Grade 1 - 20% Grade 2 - 25% Grade 3 - 35% Grade 4 - 30% Grade 5 - 35% Grade 6 - 30% September 2023

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

1.1 Teachers will utilize supplemental small group reading activities such as listening centers, flash cards, word games, phonics lesson programs, etc.

### 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)

10,000.00

Source(s)

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

1.2 Professional learning opportunities will be ongoing throughout the school year to support teacher 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)

2,000.00

Source(s)

Title I Part A: Allocation

## 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

1.3 Teachers will utilize supplemental materials and digital programs such as RAZ Kids, Lexia, Reading Plus, Scholastic News, One School One Book, etc. to support English language arts 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)

12,000.00

Source(s)

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

1.4 Classes will be enriched with subject journals to support vocabulary.

#### 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)

3,000.00

Source(s)

Title I Part A: Allocation

### 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

1.5 Classes will be enriched with books for teacher read alouds, reading centers, and independent reading areas.

#### 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)

10,000.00

Source(s)

Title I Part A: Allocation

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Two paraprofessionals will support students in reading intervention throughout the school 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)

54,088.00

Source(s)

Title I Part A: Allocation

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

1.7 An intervention teacher will be hired to work with students in reading skills who are not working at grade level.

Strategy/Activity

#### 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)

47,773.00

Source(s)

Title I Part A: Allocation

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Throughout the school year, teachers collaborated and consistently progress monitored students to determine if interventions were needed. If interventions were needed for students, teachers planned lessons geared to their needs. Lexia Core5 is a program that was utilized for grades K-5 and was helping teachers differentiate their lessons and use of small group activities. MAP Winter 2022 Reading scores Grade 4 - 32% / Grade 5 - 34% / Grade 6 - 35%. These MAP scores show that there is still a need for interventions and stronger reading instructional strategies. MAP is no longer being used. iReady is a new assessment that we are using in our district to show growth. The scores are a new baseline and seem to show a difference in the DIBELS scores. LEXIA Core5 baseline score increased by 4% from the previous year. But, soon after school started in the Fall of 2022, students were working hard and two months into school 39% of the students began to work at or above 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.

There were no major differences in the intended goals and plans that were budgeted and implemented.

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.

There are no changes to the goals and strategies from the year before. In looking at the data and metrics, we know that there has been a steady growth in our students and we want to continue the current strategies set in place. There are a group of students who have completed the Lexia Core5 program and have needed some additional supports to keep them moving in a proficient and upward manner. There will be a change to the Measurable Annual Outcomes for K-6. Rather than using MAP as an indicator, IReady will be used in Winter/Spring 2023.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

## Goal 2

Goal 2: In grades K-6, students will demonstrate an increase in progress toward proficiency of the Common Core Mathematics standards.

## Identified Need

The number of students entering Kindergarten with school readiness skills is lower than expected. As the students get older, the need for intervention increases based on students mathematical skills based on assessments, classwork, and teacher observation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 Students meeting or exceeding standards - CAASPP Math	Grade 3 - 25% Grade 4 - 25% Grade 5- 25% Grade 6- 37% 2022	Grade 3 - 35% Grade 4 - 35% Grade 5- 35% Grade 6- 47% 2023
Percentage of Grade K-6 Students Proficient/Above - I-Ready	Grade 1 - 10% Grade 2 - 1% Grade 3 - 2% Grade 4 - 6% Grade 5 - 11% Grade 6 - 14% Winter 2022	Grade 1 - 20% Grade 2 - 15% Grade 3 - 20% Grade 4 - 20% Grade 5 - 20% Grade 6 - 25% Winter 2023

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

2.1 All grade levels will be enriched with read aloud books that support mathematics instruction.

### 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)

3,500

Source(s)

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

2.2 Professional learning opportunities will be ongoing throughout the school year to support teacher 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)

5,857.00

Source(s)

Title I Part A: Allocation

### **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

2.3 Extended school day learning activities will be offered to students needing academic support in mathematics.

#### **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)

10,000.00

Source(s)

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

2.4 The school will host a math night for families. Purchase materials and supplies for families during the event.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,500.00	Title I Part A: Parent Involvement
1,000.00	Title I Part A: Allocation

**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

2.5 Classes will be enriched with math manipulatives such as white boards, hundreds boards, magnetic numbers, base ten blocks, etc, to give hands on learning and small group work in mathematics.

**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)
10,000.00	Title I Part A: Allocation

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

2.6 Teachers will utilize technology and programs such as Dreambox, Happy Numbers, and Xtra Math to supplement math instruction and additional resources may be provided.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000.00	Title I Part A: Allocation

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students



## Strategy/Activity

2.7 Classes will be enriched with subject specific journals to support math vocabulary.

### 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)

2,000.00

Source(s)

Title I Part A: Allocation

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Math Night for Families was implemented and had a strong turnout with our students and their families. Math journals were implemented throughout grade levels. We know that the staff must focus on math data more closely, give students more access to small group instruction, offer intense math tutoring using specific skills to get the results desired. Students were starting to use math journals during lessons and were becoming familiar with the process. Teachers are beginning to use manipulatives more during direct instruction and small group work.

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 in the intended goals and plans that were budgeted and implemented.

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 will continue as written. There will be a change to the Measurable Annual Outcomes for K-6. Rather than using MAP as an indicator, IReady will be used in Winter/Spring 2023. Teachers will continue their learning in SVMl trainings throughout the year and will continue their professional growth in mathematics.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

## Goal 3

Goal 3: Student engagement will improve through activities and strategies in the areas of science, social studies and the arts.

## Identified Need

In past years, students have learned science and social studies through a text book and writing has been more of a tedious task that was just assigned. We know that we need to engage students in hands-on experiences that are exciting and engaging so students can make learning realistic. Through hands-on experiences, assignments, and activities, students will be able to look at learning as an activity verses a task. Students skillset will increase because of their engagement levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	Students who like attending class: 44% Students who feel like the work in their class makes them think 53% February 2022	Students who like attending class: 60% Students who feel like the work in their class makes them think 75% February 2023

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

3.1 During the day, teachers will incorporate science, social studies, ELA, and math concepts through movement and exploration with programs such as The Walking Classroom, Kahoot, Mystery Science, FOSS, etc, with a writing component attached.

### 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)

12,000.00

Source(s)

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

3.2 STEAM materials will be purchased to support the student engagement and learning in all subjects during class time, with a writing component attached.

### 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)

8,000.00

Source(s)

Title I Part A: Allocation

## 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

3.3 Students will focus specifically on writing and move towards an adequate mastery of skills and applications as scaffolded in the CCSS. This will happen with teacher training, supplies, coaching, and writing workshop activities.

### 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)

4,000.00

Source(s)

Title I Part A: Allocation

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

Teachers have struggled with teaching science with the Foss Kits or any other project based learning that was needed to keep the engagement rising. Teachers did use Mystery Science and Kahoot to give engaging and fun learning activities for the students. This year we know that students are needing engaging hands-on tasks to increase their engagement which in turn increases their learning.

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 in the intended goals and plans that were budgeted and implemented.

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.

There are no major changes that will be made to this goal. We will continue with the learning and growth in student engagement in social studies, science, and the arts, to help increase the learning in all other subjects.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

## Goal 4

Goal 4: The school will expand opportunities for family participation and education.

## Identified Need

The school would like more families to be engaged by coming to school-wide functions. The intention is for families to feel welcomed to our campus and given the means to help their child in the learning process. There is a need for families to know what is going on in the classroom, through conversations with their child using home-school communication.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/Percentage of students' families participating in school events during the school year	Back to School Night - 400/600 Bingo For Books - 50/600 Science Night - baseline year Math Night - baseline year Parent Conferences - 554/600 2022-23	Back to School Night - 75% Bingo For Books - 75/600 Science Night - 200/600 Math Night - 200/600 Parent Conferences - 95% 2023-24
Parent School Communication - % of Grade 3-6 Students/Parents using and implementing Planners	80% 2022-2023	90% 2023-2024

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

4.1 Family Engagement Nights will happen regularly to create a sense of belonging and greater understanding of their child's curricula. Purchase materials and supplies for family events.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,257.00	Title I Part A: Parent Involvement
2,000.00	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

4.2 Translation services at family events will enhance communication with families who do not speak English as their first language. Pay for interpreting services for family events.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I Part A: Allocation

## 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

4.3 With ongoing professional learning, the school staff will be able to enhance a culture where families feel welcome, safe, and will impact 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)
3,000.00	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

4.4 Planners and folders will be purchased and the staff will collaborate to discuss the routines and expectations that will be put into place for cross grade level continuity.

### **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

Title I Part A: Allocation

### **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

4.5 A monthly multi-media newsletter will be provided to families using the program SMORE through ParentSquare.

### **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)

100.00

Title I Part A: Parent Involvement

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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.

Due to COVID-19, school wide events were mostly virtual or didn't happen in 2021/2022 school year. Math Night happened in Spring 2022 and was well attended. Students talked about their learning in their classrooms in the days following.

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

No major differences observed.

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.

There will be more staff collaboration between grade levels to ensure there is consistency among the whole school and its practices with planners and folders. At the end of the year, there will be a parent survey through Google Forms to assess the use of planners between home and school. Youth Truth Survey results will be used to guide the overall effectiveness of the goal.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 3: All students will have a safe and supportive school environment to promote academic achievement and physical and emotional health.

## Goal 5

Goal 5: The suspension rate will decrease from the previous school year. Attendance rates for all students will increase from the previous school year.

## Identified Need

The number of students being suspended out of school, prior to COVID, was higher than the anticipated goal. By adding additional resources on campus, it will help with the anticipated goal. Prior to and during COVID, the overall attendance rate needs to be higher to gain student growth. Students and parents need to be educated on why attendance matters and the importance of their child coming to school on a daily basis.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the number of students who are suspended at least once during the academic year. CA Dashboard	35 incidents during the school year Asian - 4 students African American - 10 students Hispanic - 11 students White - 4 students  CalPads 2021-2022	20 incidents during the school year Asian - less than 4 African American - less than 10 Hispanic - less than 11 White - less than 4  CalPads 2022-23
Percentage of students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school	48.1% 2021-2022	30% 2022-2023

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

5.1 A counselor on campus will provide support to students so they feel Lincoln Elementary is a safe environment to learn.

**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)

15,065.00

Source(s)

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

5.2 Activities and supplies will be purchased and available for students to use when needed for focus and stamina in and out of the classroom. These could include alternative seating, games, fidgets, exercise balls, etc.

**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)

500.00

Source(s)

Title I Part A: Allocation

**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

5.3 Wellness Center resources and ideas will be shared with staff and students and will begin to be implemented throughout the school year. Purchase materials and curriculum for center.

**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)

6,000.00

Source(s)

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

5.4 Student engagement opportunities to increase student engagement and 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)

4,000.00

Source(s)

Title I Part A: Allocation

## Annual Review

**SPSA Year Reviewed: 2021-22**

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 use of a counselor was effective for supporting students. Lincoln Elementary Staff began to utilize the Wellness Center to help support students behaviors and achievement on a more consistent basis. The Wellness Center was utilized to assist students to have a greater positive attitude and more success in school. The staff began to recognize this was a need and students benefited from it. Students reported to administrators and teachers that they felt safer at school and more successful in learning. Weekly and daily discussions with students regarding attendance from teachers and admin was implemented. Due to the COVID-19 pandemic, the chronic absenteeism rate increased significantly over the past year from 25.2% to 48.1%.

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 in the intended goal and plans that were budgeted and implemented.

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.

Goal 5.2 will include a different type of learning space for students who may need the change of environments. Being able to adapt a learning space for students will improve student behaviors while in turn decreasing suspensions and increasing attendance rates because the student will feel successful while at school.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: LUSD will improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and mathematics.

## Goal 6

Goal 6: All English learners will show growth towards meeting English Language proficiency and grade level academic standards.

## Identified Need

English learners need to increase both language and academic skills in all areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2020-2021 ELPAC Overall Proficiency Levels Level 4 - 10 students Level 3 - 42 students Level 2 - 37 students Level 1 - 18 students	2022-2023 - 25% of English learners will advance one proficiency level on the ELPAC
Reclassification	2021-2022 - 5 out of 104 EL students were reclassified	2022-2023 - 5 EL students will be meet reclassification criteria

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 5

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

6.1 Supplies and resources will be purchased to engage students and families in the area of developing their English language skills.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

Title I Part A: Allocation

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

6.2 Digital platform will be utilized for support of language skills such as Learn A-Z ELL Addition, etc.

#### 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)

3,000.00

Title I Part A: Allocation

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Over the past few years we have gained some students who are emerging English learners. These students struggle in daily conversation as well as accessing vocabulary and understanding of the curriculum. In our Title 1 program we have primary language assistants on hand ready to assist our emerging English learners. They will support students in a small group or one on one setting to bridge their academic and social language. The strategies and actions were implemented despite Distance Learning. We met our expected outcome with five students meeting qualifications for reclassification at the beginning of the 2022/2023 school year. 8% of our EL students moved ELPAC levels in a positive direction. Level 4 - increased by two students. Level 3 - increased by nine students. Level 2 - decreased by one student. Level 1 - decreased by seven students.

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

There were no major differences in the intended implementation and the budgeted expenditures for this 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.

There were not changes to the goal or strategies.



# 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	\$146,379.00
Total Carryover Funds	99,404.00
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	\$248,640.00

## 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 Part A: Allocation	\$245,783.00
Title I Part A: Parent Involvement	\$2,857.00

Subtotal of additional federal funds included for this school: \$248,640.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$248,640.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Becky Sprinkle	Principal
Megan Clements	Classroom Teacher
Debbie Bailey	Classroom Teacher
Jennifer Webster	Classroom Teacher
Reina Kavanagh	Other School Staff
	Parent or Community Member
Adrianna Villarreal de Marin	Parent or Community Member
Amanda LaRose	Parent or Community Member
Joseph Rocha	Parent or Community Member
Tyler Moran	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

Other: ELAC Representative approved by virtual meeting

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 October 13, 2022.

Attested:



Principal, Rebecca Sprinkle on October 13, 2022

SSC Chairperson, Jennifer Webster on October 13, 2022