School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln Elementary School Craig Christensen craig.christensen@desertsands.us	33-67058-6031926	4/25/2023	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Abraham Lincoln Elementary School is located in the central region of Palm Desert and serves students in grades transitional kindergarten through fifth, following a traditional calendar. At the beginning of the 2022-2023 school year, 535 students were enrolled, including 68 students in special education and 205 students qualifying for English Language Learner support. All students at Lincoln qualify for free lunch.

The school's large attendance boundary is comprised of single-family dwellings, apartments, and mobile homes. Directly surrounding the south of the campus are several neighborhood homes. On the north side of the campus is a busy

divided road with apartments across the street. On the west side, we share a property boundary with Palm Desert Charter Middle School. On the east side of the campus is a busy four-lane road with mobile homes across the street. The campus is enclosed with wrought iron perimeter fencing. We have a single point of entry through the office. Our student drop-off is at the Magnesia Falls Parking lot and is manned by school support staff to allow for student entry only. There is a point of entry for students and staff located through the bus gates in the Rutledge Parking lot. These gates are also monitored by support staff to ensure other adults are directed to the office entrance. Students line up around the quad or eat breakfast. At 7:55 a.m., all gates are closed and secured. During the school day, staff monitors the gates to ensure they stay closed. All visitors are directed to the main office where visitors must sign in with the Raptor system. Approved volunteers and visitors will be allowed on campus this school year.

The enrollment has steadily increased throughout the year. To date, during this 2022-2023 school year, we have 607 students enrolled. The mobility of students moving in and out of Abraham Lincoln has had an impact on some of our initiatives. We have enrolled 88 students since the first day of school. Sixteen students withdrew from Lincoln. Most students moved out of the DSUSD boundaries. The withdrawal rate is far less than the previous year of 66 students withdrawing from Lincoln.
Our staff, of 28 classroom teachers, uses current research-based materials and strategies for reading, writing, math, science, and social studies. We have a full-time Instructional Coach, who supports our classroom teachers with modeled lessons and professional development. We have 3 full-time mild-to-moderate special education teachers to support all of our students' structured academic instruction. We have a full-time PE teacher to support our student's physical needs, and a full-time Counselor to support our students' socio-emotional needs. We have 5 certificated specialists paid from Title 1 funds to offer students scoring below grade level remediation in reading and math during the day.

Abraham Lincoln Elementary adopted the Advancement Via Individual Determination (AVID) Elementary system to support home school communication, student organization, and best teaching practices. All TK -1 grade students were provided a pencil box with supplies for the classroom, a folder, and a trimester calendar book, to help build organizational skills. All parents were asked to initial the calendar daily. All second and third-grade students were provided a binder, pencil pouch with supplies, trimester agenda, two notebooks, and two folders to organize their subjects. Students are asked to record homework and events in their agendas and the parents are asked to initial daily. All fourth and fifth-grade students were provided a binder, a pencil pouch with supplies, dividers, three notebooks, and a trimester agenda. Students were taught organizational skills using all of these items. Students record homework and events in their agenda and the parents were asked to initial daily. Most classroom teachers have been trained in AVID Elementary and we will continue to have follow-up professional development on specific classroom strategies, such as 3-column notes, philosophical chairs, and close reading. Being a part of AVID Elementary has increased our vertical articulation with Palm Desert Charter Middle School. AVID Elementary is the catalyst for increasing our parent involvement and creates the culture to prepare students for college, career, and life.

Abraham Lincoln uses its early release time on Wednesdays to do both district and site professional development, lesson planning, and data sharing. The staff engaged in two full days of professional development that focused on writing strategies and the universal structure of Step Up to Writing. The staff was also introduced to Universal Design for Learning strategies during SAST meetings. This year our primary staff, TK-2, received training in early literacy skills and specifically phonics instruction. The third through fifth-grade teachers had professional development in word study skills that build reading fluency. Our staff continues to learn about Multi-Tiered Systems of Support (MTSS) and together we are implementing positive behavior expectations for all areas of the school. We have incorporated our Leopard P.R.I.D.E. in our newscasts. We have developed a matrix of behavior modifications to help students be positive in their learning and playing environments. We continue to refine the matrix each year.

SPSA Highlights

Identify and briefly summarize the key features of this year’s SPSA.

The SPSA was developed with input from a variety of educational partners including members of the school Academic and Tier I MTSS Leadership Teams, the School Site Council, ELAC, and other staff all providing suggestions and feedback on plan elements for our school-wide Title I program. The actions and strategies within our 2022-23 SPSA support our efforts to increase rigor, relevance, and school connectedness to maintain high levels of engagement and academic achievement.

Professional development will be expanded to include restorative practices, mindfulness, trauma-informed practices, and co-teaching with a focus on PLCs. We will continue our work with AVID, EL Literacy Strategies, Kagan, and Rigor and Relevance. Additionally, science and social studies teachers will engage in professional development of curriculum aligned with California's standards for science and social studies. Teachers will be trained in best first instruction, and in the selection of appropriate strategies for differentiating for high-needs students including English learners by focusing on integrated English Language Development, as well as designated ELD. Students who struggle academically and socially will receive intervention support. A focus on providing tiered academic interventions will also be highlighted in our SPSA.

Further, we have increased opportunities for parental involvement and participation by offering parent/family workshops on how they can better support their child's success in school; in addition to providing parents with a list of parent-involvement activities for the entire school year.

The Plan focuses on the following areas: academic achievement and climate and culture. To address these areas, the school will:
1. Provide all students with excellent first instruction, academic support, and support for regular attendance.
2. Teachers will be trained in effective first teaching strategies, including embedded, integrated English Language Development. A large focus on PLCs and the effective use of DuFour's will be embedded in professional learning and tier 1 instruction.
3. Interventions and support to meet the needs of students to ensure student success academically, socially, emotionally, and behaviorally.

Four interventionists are staffed to assist with reading, writing, math, and ELD support. The McCallum Aesthetic Arts Program exposes students to the Arts and professional theater. This year two grade levels had their classes participate through Zoom with the teaching artist for 3 weeks before the performance and 1 follow-up lesson after the performance, to help the students gain a deeper understanding of the material they are seeing.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

The modernization project was completed during the 2022/2023 school year. The school features five new buildings and a new playground area for students. All classrooms are equipped with three LFDs for students' academic awareness. A new administrator was named principal for the 2022-2023 school year. The new administrator focused on staff and student morale, school culture, and building family/community relationships. The Winter Panorama Survey provides evidence of a growth in parents', students', and staff members' feelings toward school. For students, the survey showed an increase of 1% to 10% in all categories. Feeling safe at school increased 10%. This is due to a change in administration and the hiring of a full-time security agent. From the Parent Survey, the results showed an increase from 78% to 85% in school culture and an increase of 12% (86%) in the administrator's role in creating a positive school environment. The staff's results show tremendous gains in leadership (50%), a sense of belonging (+20%), school culture (+44%), and staff-family relationships (16%).

The new administrator implemented a daily school schedule to include Designated ELD and i-Ready time blocks for all students in grades K - 5. The teachers utilized common preps and SAST time to analyze and review data to structure

and organize Designated ELD blocks to include intervention and enrichment opportunities for all EL and non-EL students. Students complete a minimum of 20 minutes of i-Ready each day.

We continue to concentrate on providing a safe and positive climate on campus through our implementation of MTSS Tier I and Tier II support systems. We used our Lincoln News broadcasts to help the students continue to understand the matrix and students gave examples of what P.R.I.D.E. looked like on campus.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Student chronic absenteeism rate is at the very high status, with 46.3% of our students (21-22) chronically absent. This high absenteeism rate is representative of all student groups. Our goal is to decline to 5% chronic absenteeism rate in order to reach Very Low status on the California Dashboard by the end of the 23-24 school year.

Student groups status for both Math and ELA CAASPP were in either the Low or Very status, with overall status of Low for ELA and Math (All Students). This is also indicative of our iReady Math and Reading results, with 28% of our students scoring two or more grade levels below in Reading and 26% of all of our students scoring two or more grade levels below for Math. It is to be noted that no performance gaps (two or more performance level difference) exist between subgroups.

Currently we have 47.4% of our EL students making progress towards English language proficiency with a goal of reaching High status by the 23-24 school year at a ELPI rate of 65%.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

There are no identified student groups that performed two or more performance level below the "all student" group. All students, including "all student" groups, were performing on the ELA and Math CAASPP in the Very Low to Low performance level.

Resource Inequities

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

Identified Resource Inequities include;

- Shared responsibility between home and school, lack of community/family events.
- Early intervention (continued focus on Early Literacy in upper grades).
- Ensuring resources are maximized and targeted to our student needs.
- Maximizing instructional time/best utilizing our bell schedule.
- Need targeted intervention support for all students built into day.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

School Site Council (SSC):
July 21, 2022 - SSC Meeting One: Review and approve Safe School Plan and review SPSA Goals and Actions
October 31, 2022 - SSC Parent Ballot
2022-2023 SSC Members: Craig Christensen, Mary Dolan, Joshua Duval, Bonnie VanBrunt, Jessica Friedman, Michelle Mata, Lauren Loy, Nancy Garcia
November 15, 2022 - School Site Meeting Two: SSC team intro, the election of officers, review of by-laws; input into our story, greatest strengths, greatest needs; review of dashboard results
January 10, 2023 - School Site Council Meeting Three: Evaluate progress toward meeting goals, approve program changes/revisions to school improvement plan/SPSA
March 21, 2023 - School Site Council Meeting Four: Review the Annual Evaluation of the SPSA, review areas of progress, review areas of need, and discuss modifications or changes to the next year's SPSA based on the areas of need discussed in the Annual Evaluation
April 25, 2023 - School Site Council Meeting Five: Vote to approve 2023/2024 SPSA

ELAC meetings:
October 31, 2022 - Teacher and Parent Elections
2022-2023 ELAC Members: Craig Christensen, Teresa Rodriguez, Leticia Gonzalez, Juliana Castillo, Miryam Mena Perez, Alue Panizo
November 29, 2022 - ELAC Meeting One: Reviewed duties and responsibilities for ELAC members, Reviewed SPSA Goals
January 17, 2023 - ELAC Meeting Two: Reviewed the purpose of SPSA as it pertains to EL population
March 14, 2023 - ELAC Meeting Three: Discussed recommendations for SSC regarding changes/revisions to the School Improvement
Plan/SPSA for EL students

Tier I/Leadership Team Meeting:
January 27, 2023 - Review the actions and goals of the current SPSA
March 16, 2023 - Review and evaluate SPSA, review actions and budget for new SPSA

Lincoln Elementary School attempts to engage stakeholders in a variety of ways. For families, we hold School Site Council Meetings and ELAC Meetings. All parents/families are notified and invited to attend. We also send regular parent letters, Lincoln News broadcasts, request parent input using email and school messenger, and request parent input via the Panorama Survey. Student, Staff, and Stakeholder surveys are made available periodically throughout the year. A weekly newsletter is sent to all parents with updates and information pertaining to the SPSA.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Based on:
In the evaluation of the implementation and effectiveness of the SPSA actions (see "Annual Evaluation and Needs Assessment" section), the California School dashboard data, district benchmarks, school data, and stakeholder input the SSC recommended the following revisions to the SPSA:
Mainstream students with disabilities as often as possible into general education.
Continue to use of during the day interventions in reading and Math to meet the needs of students who cannot stay after school.
Extend phonics and work skills to 5th grade.
Continue to build Makerspace and add coding for Computer Technology standards.
Continue to offer professional development in AVID, PLCs, reading, math, and social-emotional learning.
Professional development to build teacher capacity.
Tier 2 Academic, Behavioral and Social Emotional Interventions/Support.

Parent Engagement and Involvement.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$119,736
Total Centralized Services:	$111,859
Total Supplemental Concentration Funds	$194,039
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$313,775.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

The school will use Title 1 funds to pay for Certificated Intervention Specialists to provide instructional support for students in grades TK-5.
The school will use Title 1 funds to pay for guest teachers to cover during parent meetings, 1:1 progress monitoring, and additional planning time for grade levels.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.35%	0.34%	1	2	2
African American	1.5%	1.91%	2.05%	9	11	12
Asian	2.3%	1.21%	1.37%	14	7	8
Filipino	0.8%	1.21%	1.2%	5	7	7
Hispanic/Latino	81.6%	80.94%	80.34%	506	467	470
Pacific Islander	%	%	0.17%			1
White	11.3%	12.48%	12.14%	70	72	71
Multiple/No Response	2.3%	1.91%	1.71%	14	11	10
			Total Enrollment	620	577	585

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	120	104	112
Grade 1	86	92	92
Grade 2	90	83	93
Grade3	111	88	84
Grade 4	116	101	98
Grade 5	97	109	106
Total Enrollment	620	577	585

Conclusions based on this data:

1. Lincoln Elementary School enrollment has increased since the beginning of the 22-23 school year and continues to trend upward (though 22-23 data is not reflected on this table).
2. Our enrollment by subgroups has stayed consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	246	230	203	39.70%	39.9%	34.7%
Fluent English Proficient (FEP)	28	15	28	4.50%	2.6%	4.8%
Reclassified Fluent English Proficient (RFEP)	21			8.5%		

Conclusions based on this data:

1. Our enrollment of English Learners declined. However, the percentage of EL reclassification has increase.
2. Monitoring student progress in all areas and using local assessments we were able to increase the number of students eligible for reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	91		0	90		0	90		0.0	98.9	
Grade 4	117	101		0	101		0	101		0.0	100.0	
Grade 5	98	109		0	107		0	107		0.0	98.2	
All Grades	328	301		0	298		0	298		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2365.			10.00			10.00			24.44			55.56	
Grade 4		2431.			12.87			28.71			16.83			41.58	
Grade 5		2463.			12.15			21.50			22.43			43.93	
All Grades	N/A	N/A	N/A		11.74			20.47			21.14			46.64	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			64.44			28.89	
Grade 4		12.87			63.37			23.76	
Grade 5		14.02			55.14			30.84	
All Grades		11.41			60.74			27.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.78			36.67			55.56	
Grade 4		10.89			44.55			44.55	
Grade 5		12.15			52.34			35.51	
All Grades		10.40			44.97			44.63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			73.33			22.22	
Grade 4		6.93			77.23			15.84	
Grade 5		5.61			73.83			20.56	
All Grades		5.70			74.83			19.46	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.33			56.67			40.00	
Grade 4		11.88			65.35			22.77	
Grade 5		11.21			58.88			29.91	
All Grades		9.06			60.40			30.54	

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding standards has decreased from 48.62% (18-19) to 33.46% (21-22) which is an overall decrease of 15.16%.
2. The percentage of students above and at/near standard in the Reading domain has increased from 70.69% (18-19) to 72.15% (21-22) which is an overall increase of 1.46%.
3. The percentage of students above and at/near standard in the Writing domain has increased from 78.28% (18-19) to 55.37% (21-22) which is an overall decrease of 22.91%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	91		0	90		0	90		0.0	98.9	
Grade 4	117	101		0	101		0	101		0.0	100.0	
Grade 5	98	109		0	109		0	109		0.0	100.0	
All Grades	328	301		0	300		0	300		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			5.56			16.67			33.33			44.44	
Grade 4		2427.			5.94			14.85			33.66			45.54	
Grade 5		2445.			10.09			9.17			25.69			55.05	
All Grades	N/A	N/A	N/A		7.33			13.33			30.67			48.67	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.78			51.11			41.11	
Grade 4		7.92			41.58			50.50	
Grade 5		8.26			34.86			56.88	
All Grades		8.00			42.00			50.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.89			42.22			48.89	
Grade 4		5.94			49.50			44.55	
Grade 5		9.17			48.62			42.20	
All Grades		8.00			47.00			45.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			70.00			25.56	
Grade 4		9.90			56.44			33.66	
Grade 5		2.75			54.13			43.12	
All Grades		5.67			59.67			34.67	

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding standards has decreased from 40% (18-19) to 20.66% (21-22) which is an overall decrease of 19.34%.
2. The percentage of students above and at/near standard in the Concepts and Procedures domain has increased from 64.49% (18-19) to 50% (21-22) which is an overall increase of 14.49%.
3. The percentage of students above and at/near standard in the Communicating Reasoning domain has increased from 73.1% (18-19) to 65.34% (21-22) which is an overall decrease of 7.76%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1401.7	1404.9		1414.3	1413.0		1371.9	1386.0		41	44	
1	1417.7	1408.1		1442.4	1437.8		1392.6	1377.9		27	30	
2	1454.8	1458.8		1460.9	1474.4		1448.2	1442.6		37	28	
3	1476.6	1467.3		1475.2	1469.6		1477.5	1464.7		42	35	
4	1498.9	1499.3		1497.9	1496.5		1499.3	1501.6		57	39	
5	1541.6	1518.8		1539.3	1516.0		1543.6	1521.1		31	49	
All Grades										235	225	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	13.64		25.00	40.91		42.50	29.55		22.50	15.91		40	44	
1	3.70	0.00		22.22	20.00		33.33	36.67		40.74	43.33		27	30	
2	5.41	0.00		45.95	53.57		24.32	21.43		24.32	25.00		37	28	
3	9.52	8.57		26.19	22.86		42.86	54.29		21.43	14.29		42	35	
4	8.93	10.26		39.29	48.72		39.29	25.64		12.50	15.38		56	39	
5	32.26	20.41		41.94	44.90		22.58	16.33		3.23	18.37		31	49	
All Grades	11.16	10.22		33.91	39.11		35.19	29.78		19.74	20.89		233	225	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	18.18		35.00	40.91		35.00	25.00		17.50	15.91		40	44	
1	18.52	10.00		29.63	33.33		37.04	36.67		14.81	20.00		27	30	
2	8.11	28.57		45.95	39.29		35.14	25.00		10.81	7.14		37	28	
3	16.67	20.00		45.24	42.86		23.81	25.71		14.29	11.43		42	35	
4	28.57	30.77		42.86	43.59		19.64	15.38		8.93	10.26		56	39	
5	51.61	36.73		35.48	42.86		9.68	4.08		3.23	16.33		31	49	
All Grades	22.32	24.89		39.91	40.89		26.18	20.44		11.59	13.78		233	225	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.50	4.55		20.00	29.55		42.50	50.00		30.00	15.91		40	44	
1	0.00	0.00		11.11	6.67		22.22	36.67		66.67	56.67		27	30	
2	5.41	0.00		35.14	39.29		24.32	28.57		35.14	32.14		37	28	
3	4.76	2.86		7.14	14.29		57.14	40.00		30.95	42.86		42	35	
4	0.00	5.13		21.43	33.33		51.79	30.77		26.79	30.77		56	39	
5	19.35	10.20		22.58	26.53		48.39	42.86		9.68	20.41		31	49	
All Grades	5.58	4.44		19.74	25.33		42.92	39.11		31.76	31.11		233	225	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	31.82		80.00	54.55		7.50	13.64		40	44	
1	40.74	23.33		40.74	63.33		18.52	13.33		27	30	
2	13.51	17.86		78.38	75.00		8.11	7.14		37	28	
3	26.19	45.71		54.76	42.86		19.05	11.43		42	35	
4	42.86	51.28		42.86	33.33		14.29	15.38		56	39	
5	35.48	22.45		61.29	61.22		3.23	16.33		31	49	
All Grades	28.76	32.44		59.23	54.22		12.02	13.33		233	225	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	11.36		60.00	59.09		27.50	29.55		40	44	
1	7.41	6.67		66.67	70.00		25.93	23.33		27	30	
2	13.51	39.29		70.27	42.86		16.22	17.86		37	28	
3	21.43	17.14		61.90	54.29		16.67	28.57		42	35	
4	32.14	23.08		60.71	66.67		7.14	10.26		56	39	
5	70.97	69.39		25.81	16.33		3.23	14.29		31	49	
All Grades	26.18	29.78		58.37	49.78		15.45	20.44		233	225	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.50	6.82		75.00	79.55		22.50	13.64		40	44	
1	11.11	0.00		18.52	33.33		70.37	66.67		27	30	
2	21.62	14.29		40.54	50.00		37.84	35.71		37	28	
3	7.14	8.57		40.48	28.57		52.38	62.86		42	35	
4	1.79	5.13		60.71	64.10		37.50	30.77		56	39	
5	35.48	14.29		45.16	57.14		19.35	28.57		31	49	
All Grades	11.59	8.44		49.36	54.22		39.06	37.33		233	225	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	25.00		37.50	50.00		37.50	25.00		40	44	
1	0.00	0.00		44.44	56.67		55.56	43.33		27	30	
2	5.41	3.57		56.76	71.43		37.84	25.00		37	28	
3	7.14	5.71		71.43	74.29		21.43	20.00		42	35	
4	3.57	5.13		78.57	66.67		17.86	28.21		56	39	
5	6.45	16.33		90.32	69.39		3.23	14.29		31	49	
All Grades	8.15	10.67		64.38	64.44		27.47	24.89		233	225	

Conclusions based on this data:

1. The percentage of students scoring a 4 overall on the ELPAC decreased from 11.16% (20-21) to 10.22% (21-22) which resulted in an overall decrease of 0.94%.
2. The percentage of students scoring a 3 overall on the ELPAC increased from 33.91% (20-21) to 39.11% (21-22) which resulted in an overall increase of 5.2%.
3. The percentage of students scoring a 3 or 4 on the Written Language domain on the ELPAC increased from 25.32% (20-21) to 29.77% (21-22) which resulted in an overall increase of 4.45%.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
577	**90.3**	**39.9**	**1.0**
Total Number of Students enrolled in Abraham Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	230	39.9
Foster Youth	6	1.0
Homeless	89	15.4
Socioeconomically Disadvantaged	521	90.3
Students with Disabilities	54	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.9
American Indian	2	0.3
Asian	7	1.2
Filipino	7	1.2
Hispanic	467	80.9
Two or More Races	11	1.9
Pacific Islander		
White	72	12.5

Conclusions based on this data:

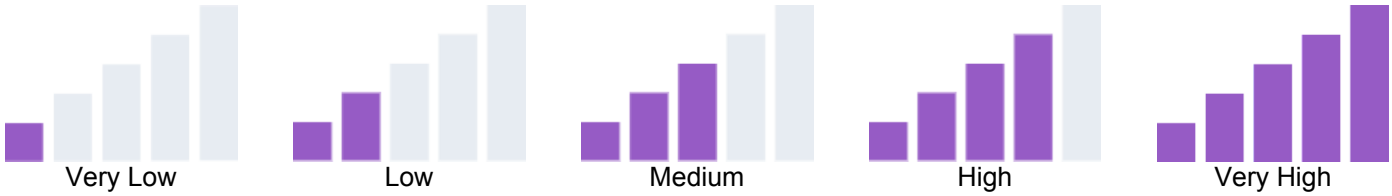
1. Our EL subgroup has declined.
2. The percentage of students in the varying subgroups by race/ethnicity is staying consistent.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. English Language Arts and Math Academic Performance is at Low Status.
2. Chronic Absenteeism is at Very High Status.
3. EL Progress is at Medium Status.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

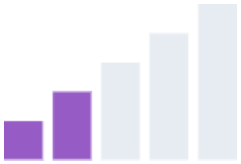
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	0

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

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

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
50.1 points below standard	61.9 points below standard	2 Students
281 Students	137 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
72.5 points below standard	55.7 points below standard	125.4 points below standard
55 Students	260 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 54.7 points below standard 233 Students	No Performance Level 6 Students		No Performance Level 27.9 points below standard 28 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.6 points below standard	37.5 points above standard	42.0 points below standard
108 Students	29 Students	140 Students

Conclusions based on this data:

1. Students with Disabilities and Homeless subgroups at Very Low Status.
2. Subgroups Hispanic, Low SES and EL are at the Low Status.
3. Overall ELA Dashboard is at the Low Status.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

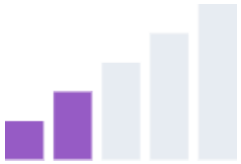
All Students

Low

67.4 points below standard

280 Students

English Learners



Low

80.9 points below standard

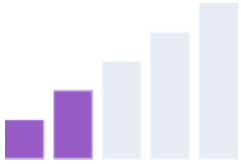
136 Students

Foster Youth

No Performance Level

2 Students

Homeless

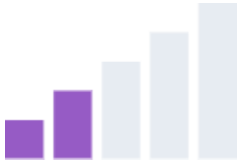


Low

81.4 points below standard

55 Students

Socioeconomically Disadvantaged

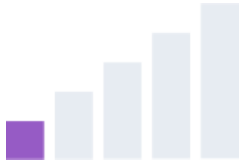


Low

73.4 points below standard

259 Students

Students with Disabilities



Very Low

155.7 points below standard

33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 73.1 points below standard 232 Students	No Performance Level 6 Students		No Performance Level 42.7 points below standard 28 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.9 points below standard 107 Students	0.1 points above standard 29 Students	57.1 points below standard 140 Students

Conclusions based on this data:

1. Students with Disabilities subgroup at Very Low Status.
2. Subgroups Hispanic, Low SES, Homeless and EL are at the Low Status.

3. Overall Math Dashboard is at the Low Status.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

47.4 making progress towards English language proficiency

Number of EL Students: 173 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.5%	30.1%	0.0%	47.4%

Conclusions based on this data:

1. ELPI is at a Medium Status.
2. 22.5% of EL students decreased one ELPI level.

3. 47.4% of EL students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

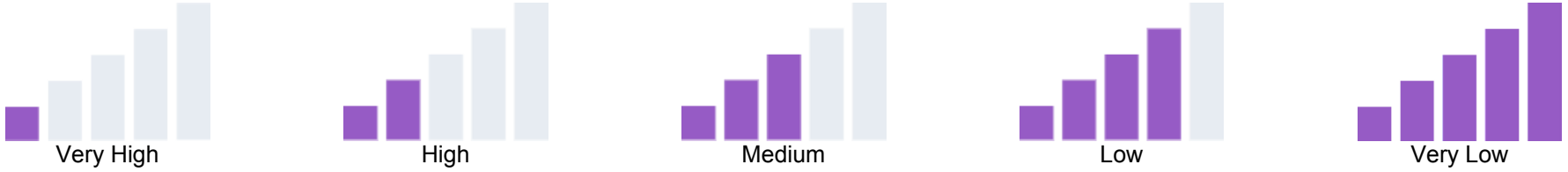
1. We are using AVID Elementary and a STEM class to promote college and career readiness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



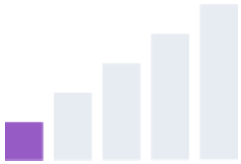
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

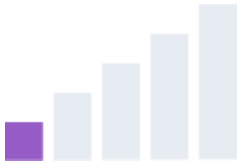


Very High

46.3% Chronically Absent

614 Students

English Learners



Very High

36.7% Chronically Absent

240 Students

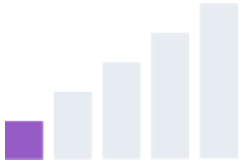
Foster Youth

No Performance Level

Less than 11 Students

8 Students

Homeless

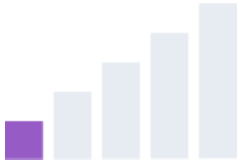


Very High

36% Chronically Absent

89 Students

Socioeconomically Disadvantaged

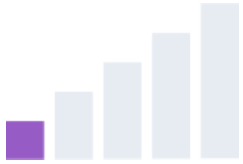


Very High

47.2% Chronically Absent

551 Students

Students with Disabilities



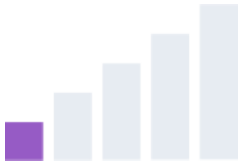
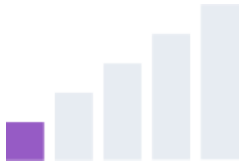
Very High

49.3% Chronically Absent

67 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
27.3% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
11 Students	2 Students	7 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
46.6% Chronically Absent	72.7% Chronically Absent		47.5% Chronically Absent
496 Students	11 Students		80 Students

Conclusions based on this data:

1. We have increased in our chronic absence rate and are at a Very High Status.
2. All subgroups are at a Very High Status for Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. We are using AVID as one way to promote high school graduation.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	1	0	5

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.2% suspended at least one day

641 Students

English Learners

Very Low

0% suspended at least one day

244 Students

Foster Youth

No Performance Level

Less than 11 Students

8 Students

Homeless

Very Low

0% suspended at least one day

90 Students

Socioeconomically Disadvantaged

Very Low

0.2% suspended at least one day

567 Students

Students with Disabilities

Medium

1.5% suspended at least one day

68 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
12 Students	2 Students	9 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level		Very Low
0.2% suspended at least one day	0% suspended at least one day		0% suspended at least one day
510 Students	13 Students		88 Students

Conclusions based on this data:

1. Overall status for Suspension Rate is at Very Low.
2. Subgroup Students with Disabilities at Medium Status.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
We will be administering the SBAC in spring 2022. Mean distance from Level 3 will improve: All: 4.75 points to 4.75 points above (Green) EL: 6.2points to 6.2 points above (Green) Low Socioeconomic: 5.1 points to 5.1 points above (Green) Hispanic: 5.1 points to 5.1 points above (Green) Students w/Disabilities: 24 points to -23 points below (Yellow) Local indicator: i-Ready - 55% of our students will meet their stretch growth targets.	As a result of the coronavirus disease (COVID-19), we did not administer the California Assessment of Student Performance and Progress (CAASPP) assessment during the 2019-2020 and 2020-2021 school years. Therefore, there is no data to measure the "expected outcomes". The last data set available is from the 2018-2019 school year. 2021-2022 CAASPP for ELA: All: -50.1 EL: -61.9 Low Socioeconomic: -55.7 Hispanic: -54.7 Students w/Disabilities: -125.4 Homeless: -72.5 ESGI Results: Transitional Kindergarten Recognize Uppercase Letters-76% correct Recognize Lowercase Letters-69% correct Demonstrate Letter Sounds-69% correct Orally Blend Words-93% Kindergarten

Expected Outcomes	Actual Outcomes
	Recognize Uppercase Letters-95% correct Recognize Lowercase Letters-93% correct Identify Consonant Sounds-88% correct Identify Vowel Sounds-85% correct Count, Blend, & Segment Syllables-87% correct iReady - Reading Growth Data: Fall 2022 - Winter 2023 All Students: Grade level or above: Grew from 15% to 31% EL: Grade level or above: Grew from 6% to 16% SPED: Grade level or above: Grew from 6% to 15% SES: Grade level or above: Grew from 14% to 29% Hispanic: Grade level or above: Grew from 13% to 28%
We will be administering the SBAC in spring 2022. Mean distance from Level 3 will improve: All: 5.6 points to -3.2 points below (Yellow) EL: 5.9 points to -4.8 points below (Yellow) Low Socioeconomic 6.6 points to -2.7 points below (Yellow) Hispanic: 5.4 points to -4.7 points below (Yellow) Students w/Disabilities: 24 points to • 7.7. points below (Yellow) Local indicator: i-Ready - 55% of our students will meet their stretch growth targets.	As a result of the coronavirus disease (COVID-19), we did not administer the California Assessment of Student Performance and Progress (CAASPP) assessment during the 2019-2020 and 2020-2021 school years. Therefore, there is no data to measure the "expected outcomes". The last data set available is from the 2018-2019 school year. 2021-2022 CAASPP for Math: All: -67.4 EL: -80.9 Low Socioeconomic: -73.4 Hispanic: -73.1 Students w/Disabilities: -155.7 Homeless: -81.4 iReady - Math Growth Data: Fall 2022 - Winter 2023 All Students: Grade level or above: Grew from 5% to 15% EL: Grade level or above: Grew from 3% to 4% SPED: Grade level or above: Grew from 6% to 15% SES: Grade level or above: Grew from 4% to 14% Hispanic: Grade level or above: Grew from 4% to 13%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs	Students received instruction using standards-based State/District adopted core programs. Teachers received professional development to support the district's adopted writing program and early literacy. Evidence of implementation was noted in all classrooms.	District	Base
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.	All English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD was provided across all content areas. Designated ELD provided specialized attention to building language proficiency in English. All EL students received forty minutes of designated ELD daily.	District	Base
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	Instructional staff did not receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	Centralized Services	Centralized Services
School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	School site personnel used data tools to analyze and monitor student achievement and instructional practices. CAASPP and iReady data were used specifically.	Centralized Services	Centralized Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, create an appropriate action plan to increase students achievement, including the implementation and analysis of i-Ready diagnostics.	Through the District TRAC process, the Site Leadership Teams used data to assess and monitor student progress, determine and address district and school wide instructional goals, created an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Centralized Services	Centralized Services
Provide before, during or after school reading, math, and ELD intervention for students not meeting standards.	Provide before, during or after school reading, math, and ELD intervention for students not meeting standards. Designated ELD was built into the schedule for teachers in K- 5. Students were in Designated ELD blocks for forty minutes per day.	District	District
Teachers will continue to receive professional development on evidence-based strategies to support all students.	Teachers received professional development on evidence-based strategies to support all students. During the two full-day professional development trainings, staff was engaged in trainings that focused on Step Up to Writing, writing strategies, and UDL strategies. Throughout the year, during SAST meetings, staff engaged in professional development trainings that focused on i-Ready, writing, ELD, and UDL.	Centralized Services	Centralized Services
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services	Centralized Services
Provide a full-time counselor to support site multitiered intervention	Provided a full-time counselor to support site multitiered intervention	Centralized Services	Centralized Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
efforts, which may include participation in tiered teams, supporting proactive and preventative universal, targeted, and intensive interventions.	efforts, which included participation in tiered teams, supporting proactive and preventative universal, targeted, and intensive interventions.		
Provide extra duty to MTSS Site Leads to attend facilitate, communicate, and implement the MTSS initiatives.	Provided extra duty to MTSS Site Leads to attend facilitate, communicate, and implement the MTSS initiatives.	Centralized Services	Centralized Services
Provide support for early literacy and foundational skills to support students below grade level.	The district and the instructional coach provided support for early literacy and foundational skills to support students below grade level. Teachers in grades K - 2 received three days of early literacy professional development training. Teachers in third grade received one day of early literacy training.	Centralized Services	Centralized Services
Provide support for common district assessments and common formative assessments to monitor student achievement throughout the year.	Provided support for common district assessments and common formative assessments to monitor student achievement throughout the year such as DIBELs and iReady Diagnostic.	Centralized Services	Centralized Services
Certificated and classified staff will attend professional development funded by the site to help further our goals for student achievement.	Certificated and classified staff were provided with opportunities to attend/participate in professional development funded by the site to help further our goals for student achievement. AVID was a focal point of professional development.	5000-5999: Services And Other Operating Expenditures Title I 4391 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 5603	5000-5999: Services And Other Operating Expenditures Title I 4391 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 5603
Provide release time for staff to conduct individualize and small group assessments during the school year.	Provided release time for staff to conduct individualized and small group assessments during the	1000-1999: Certificated Personnel Salaries Title I 5452	1000-1999: Certificated Personnel Salaries Title I 5452

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	school year, specifically TK and Kindergarten.		
Provide release time for classroom teachers, Special Ed staff, and/or the Counselor to participate in meetings to monitor student progress, and determine appropriate interventions and/or instructional settings.	Provided release time for classroom teachers, Special Ed staff, and the Counselor to participate in meetings that monitor student progress, and determine appropriate interventions and instructional settings.	1000-1999: Certificated Personnel Salaries Title I	1000-1999: Certificated Personnel Salaries Title I
Provide additional certificated support for classroom teachers to help students engage in off campus learning	Provided additional certificated support for classroom teachers that helped students engage in off campus learning.	1000-1999: Certificated Personnel Salaries Title I	1000-1999: Certificated Personnel Salaries Title I
Pay extra duty hours for teachers to work with parents by hosting parent events on campus or on Zoom.	Extra duty hours were paid to teachers to work with parents by hosting parent events on campus. Zoom/Google Meeting parent events were not provided.	1000-1999: Certificated Personnel Salaries Title I 5022	1000-1999: Certificated Personnel Salaries Title I 5022
Fund guest teachers to support Kindergarten classrooms for the first 13 days of the school year.	Funded guest teachers to support Kindergarten classrooms for the first 13 days of the school year.	5800: Professional/Consulting Services And Operating Expenditures Title I 9215	5800: Professional/Consulting Services And Operating Expenditures Title I 9215
Provide researched based supplemental materials to support increased access to core content standards ELA, Math, Social Emotional Learning, technology, music	Provided researched based supplemental materials that supported an increased access to core content standards ELA, Math, Social Emotional Learning, technology, and music.	4000-4999: Books And Supplies Supplemental/Concentration 59158 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 11437	4000-4999: Books And Supplies Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 11437
Collaborate with a Visual and Performing Arts provider or purchase a visual performing arts program to support students in learning the California VAPA standards.	Collaborated with the McCallum Theater visual performing arts program which supported students in learning the California VAPA standards.	5000-5999: Services And Other Operating Expenditures Title I 3600	5000-5999: Services And Other Operating Expenditures Title I 3600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ full-time Bilingual Community Tech to help support our parents of EL Learners' access school information to help them be more informed. This position will help inform parents about the importance of attendance and being involved with the school.	Hired two long term Bilingual Community Tech subs to support our parents of EL Learners' access school information to help them be more informed. This position will help inform parents about the importance of attendance and being involved with the school.	2000-2999: Classified Personnel Salaries Supplemental/Concentration 31005	2000-2999: Classified Personnel Salaries Supplemental/Concentration 31005
Provide funding to add or replace classroom equipment and supplies to support instruction for all students.	Provided funding to add or replace classroom equipment and supplies that supported instruction for all students.	4000-4999: Books And Supplies Title I 1500	4000-4999: Books And Supplies Title I 1500
Provide extra hours for Library Tech to organize and account for technology for students, organize Accelerated Reader materials for students and teachers, plan and organize the book fair to encourage student reading, and offer after school support to staff.	Extra hours for Library Tech was not provided. However the Library Tech was given time during the school day to organize and account for technology for students, organize Accelerated Reader materials for students and teachers, plan and organize the book fair to encourage student reading, and offer after school support to staff.	2000-2999: Classified Personnel Salaries Title I	2000-2999: Classified Personnel Salaries
Fund cost of duplication of research based materials that supplement and enhance core program.	Funded cost of duplication of research based materials that supplemented and enhanced core program.	5000-5999: Services And Other Operating Expenditures Title I 4000	5000-5999: Services And Other Operating Expenditures Title I 4000
Provide extra duty for the Instructional Coach to provide timely data to teachers and principal to make decisions with will improve instruction, intervention and enrichment	Provided extra duty for the Instructional Coach that provided timely data to teachers and principal to make decisions which will improved instruction, intervention and enrichment.	1000-1999: Certificated Personnel Salaries Title I 6954	1000-1999: Certificated Personnel Salaries Title I 6954

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding to add and/or replace books, materials, and supplies for school or classroom libraries including books needed to implement Accelerated Reader, Battle of the Books, and Latino Family Literacy Project	Provided funding to add and/or replace books, materials, and supplies for school library including books needed to implement Accelerated Reader and Battle of the Books.	4000-4999: Books And Supplies Supplemental/Concentration 2568	4000-4999: Books And Supplies Supplemental/Concentration 2568
Provide Before/During/After school reading and math interventions for students not meeting standards	Provided Before/During/After school reading and math interventions for students not meeting standards. Staff utilized ELO-P funding to provide intervention support.	1000-1999: Certificated Personnel Salaries Title I 67810	1000-1999: Certificated Personnel Salaries Title I 67810

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

This year we were successful with implementing Step Up to Writing, early literacy phonics planners, designated ELD was emphasized, and increased fidelity for the use of IReady. The Phonics for Reading was utilized again for grades 3,4,5. Early literacy planners were used in K-2. Guest teachers were funded to support 1:1 testing, which is crucial for formative/ summative evaluation to help guide instruction for our Kindergarten students. Guest teachers were also funded for classroom teachers who needed to attend SST, and IEP meetings during the day to help families feel supported when their child has academic or social-emotional issues. Two grade levels participated in Aesthetic Arts this year. Lincoln purchased site licenses for online programs such as Renaissance. Lincoln continues to update our library with new books to keep students interested in reading. Four interventionists were hired for this year. These intervention specialists tutored 190 students in reading and math throughout the school day, outside the students' core instructional blocks.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Designated ELD and i-Ready were built into the teachers' daily schedule this year. This was very successful in developing and building on language and math skills. TK through second teachers received several days of professional development training to implement Early Literacy skills into daily lessons. Grade levels attended after-school workshops to collaborate and plan using the Early Literacy Planners. The staff was introduced to UDL strategies during SAST trainings. Professional development days were spent on writing strategies throughout all grades. Students are practicing the stages of Step Up to Writing. Before and after school intervention and enrichment courses were offered throughout the year to students in Kindergarten through fifth grade. Intervention courses focused on math, reading, writing, and ELD. Interventionists were hired to support each grade level with Designated ELD, integrated ELD, and/or curriculum intervention. Our students are showing increasing levels on ESGI, DIBELS, and i-Ready assessments.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The difference between the budgeted expenditures and actual expenditures was due to a variety of reasons. We had a need for more guest teachers to cover classrooms for IEPs and SSTs and less of a need for support on off campus learning. In addition, we needed additional coverage for 1:1 TK and Kindergarten assessment. We also hired additional interventionists to focus on academic support in grades TK through 5th grade.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

As a learning community, we continue to see the negative effects that COVID-19 had on our students' social emotional and academic needs. We added additional testing days for our TK and Kindergarten teacher for 1:1 assessments. We hired additional interventionists to support intervention support during the school day. The MTSS Tier I and Tier II teams identified students throughout the year who needs additional Tier I, Tier II, and Tier III supports.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
100% of students will have parent signatures in planners or calendars.	This is not a measurable goal or expected outcome. There are many factors that affect the signing of Agendas (Planners) including language barriers, parents' work schedule, students leaving Agendas at school, students forging parents' signatures, parents refuse to sign, students forget, parents forget, teachers do not check, teachers do not require, etc. As a staff, we made the common commitment to use daily agendas and Nikki Folders to document Topic, Classwork, Homework, and notes for parents. Teachers share the importance of the Agendas throughout the year at Back to School Night, parent conferences, and Class Dojo, but do not have a tracking system to measure the consistency of parent signatures.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences.	Created a college and career culture by having individual college pennants in each classroom window. We also encouraged	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students and staff to wear college and career gear every Friday of school. We consistently used AVID agendas and binders.		
Provide enrichment opportunities for all students.	Provided enrichment for students during ELD blocks and through before/after school programing.	District	District
Provide funding for staff to provide parent involvement events or workshops on or off campus.	Provided funding for staff to provide parent involved events, workshops on and off campus, including community BBQ.	5000-5999: Services And Other Operating Expenditures Title I 2036	5000-5999: Services And Other Operating Expenditures Title I 2036
Provide translators and technology or extra hours for current staff to provide oral translation, for Back to School Night, SSC, ELAC, Title 1 parent meetings, parent conferences, SST meetings, IEP meetings, and any parent event.	Provided translators and technology or extra hours for current staff to provide oral translation, for Back to School Night, SSC, ELAC, Title I parent meetings, parent conferences, SST meetings, IEP meetings, and other parent events.	2000-2999: Classified Personnel Salaries Supplemental/Concentration 2800	2000-2999: Classified Personnel Salaries Supplemental/Concentration 2800
Fund a contract with Jewish Family Services for a Marriage and Family Therapist to work with our students and families in need of more intensive counseling to support them in the school setting.	Funded and contracted with Jewish Family Services for a Marriage and Family Therapist to work with our students and families in need of more intense counseling to support them in the school setting.	5800: Professional/Consulting Services And Operating Expenditures Title I 14688	5800: Professional/Consulting Services And Operating Expenditures Title I 14688
Fund and intervention specialist to teach coding and other skills in the MakerSpace	Funded an intervention specialist to teach coding and other skills in the MakerSpace.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 36307	1000-1999: Certificated Personnel Salaries Supplemental/Concentration 36307

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We were not able to measure the articulated goal. This goal was created by the former administrator. There are many factors that affect the signing of Agendas (Planners) including language barriers, parents' work schedule, students leaving Agendas at school, students forging parents' signatures, parents refuse to sign, students forget, parents forget, teachers do not check, teachers do not require, etc. As a staff, we made the common commitment to use daily agendas and Mickey Folders to document Topic, Classwork, Homework, and notes for parents. Teachers share the importance of the Agendas throughout the year at Back to School Night, parents conferences, and Class Dojo, but do not have a tracking system to measure the consistency parent signatures. Parents are encouraged on a regular basis to sign/initial the Agendas.

Our staff met several times throughout the year to review the Agenda. Grade levels made changes that bes meet grade level needs, goals, and expectations.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

All students use AVID strategies daily. AVID is working well as a format for promoting college and career readiness. Teachers are promoting college banners in each room and students and staff are encouraged to wear college and military shirts on Fridays. Enrichment opportunities were built into the daily schedule for each teacher during the Designated ELD block. Students were given opportunities to explore curriculum and activities beyond the standards curriculum. All students had Makers Space time each week to explore enrichment and STEM activities. The contract with Jewish Family Services was extremely beneficial in supporting students needing Tier II and III support.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There are no major differences between the budgeted expenditures and the actual expenditures in Goal Two. The exception is Action Three: Provided funding for staff to provide parent involved events, workshops on and off campus, including community BBQ. We did not utilize this money to provide family-involved meetings and workshops. The Parent Teacher Club funded the BBQ. This is an action that needs to be addressed in 2023/2024.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Lincoln will continue to be an AVID Elementary school site. We will continue to hire translators for all parent events. We will encourage parent participation in district and county professional development opportunities. We will continue to support our student news broadcast in which they are being taught how to read the news and send it out to all classrooms. The principal will continue to post a weekly blog for parents and students with dates, activities, school events, and upcoming opportunities for students and families.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
5%	Office referrals had a major increase. There have been 17 referrals processed this year compared to one referral processed in 2021-2022. EC 48900(a)(1): 1 EC 48900 (a)(2): 2 EC 48900(b): 1 EC 48900(g): 1 EC 48900(r): 1 EC: 48900(t): 1 Bus Citation: 9 Campus Disruption: 1 Suspensions: 2 days (2 students)

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance.	School has worked to create a welcoming environment through School Principal, Counselor, support staff, and mascot to welcome students and parents in the morning. Instructional coach and administration met with parents to educate them on the importance of attendance. SART team meets with chronically absent families to educate and offer support.	1000-1999: Certificated Personnel Salaries Title I	
Provide multitiered tools, strategies, and supports to address school climate and culture.	Provided multitiered tools, strategies, and supports to address school climate and culture.	1000-1999: Certificated Personnel Salaries Title I 4618 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 5000 5800: Professional/Consulting Services And Operating Expenditures Title I 1000	1000-1999: Certificated Personnel Salaries Title I 4618 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 5000 5800: Professional/Consulting Services And Operating Expenditures Title I 1000
Implement AVID structures and strategies to support student learning	Implemented AVID structures and strategies to support student learning.	5700-5799: Transfers Of Direct Costs Supplemental/Concentration	5700-5799: Transfers Of Direct Costs Supplemental/Concentration
Incorporate strategies to ensure a safe and positive environment.	Incorporated strategies to ensure a safe and positive environment.	4000-4999: Books And Supplies Supplemental/Concentration 1500 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 6132	4000-4999: Books And Supplies Supplemental/Concentration 1500 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 6132

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries Supplemental/Concentration 1144	2000-2999: Classified Personnel Salaries Supplemental/Concentration 1144
To improve our after-school tutoring and support, Lincoln will fund 1/2 of an after-school coordinator Office Tech position.	Improved our after-school tutoring and support by funding 1/2 of an after-school coordinator Office Tech position.	2000-2999: Classified Personnel Salaries Supplemental/Concentration 31385	2000-2999: Classified Personnel Salaries Supplemental/Concentration 31385

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Lincoln Elementary School continued to utilize the MTSS strategies to improve campus climate and student behavior. The former administrator set a goal to decrease suspensions. However, the suspension rate has already been at 0%. The suspension rate increased this year with a new administrator implementing new policies and procedures. In addition, to suspensions, the number of referrals also increased. However, the increase in disciplinary actions also increased students' sense of safety and belonging on the Panorama Survey. Students can visit the student store bi-weekly to cash in Lincoln Bucks that are earned for acts of P.R.I.D.E. Teachers implement UDL and AVID strategies into their daily routines. The Lincoln News Broadcast is shared weekly (or more) to reinforce the P.R.I.D.E. characteristics and examples around the school.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The former principal set a goal of reducing suspensions by 5%. However, there were zero suspensions the previous year.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Our goal will continue to be: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment. However, we will also focus on decreasing the chronically absenteeism rate. The school hours will be adjusted and new school culture will continue to improve attendance, behaviors, and enrollment.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

3rd -5th grade students' performance on iReady ELA and Mathematics assessments show growth between the fall diagnostic and the spring. Our data indicates a need for more support for struggling students. English Learners, Low socioeconomic, and Hispanic students are all below our white subgroup. These results show that we are doing is working in ELA and math, but given our students are still less than 50% at or above grade level demonstrates the need to continue adding support for teachers and students. This is also the case, to a greater degree, with Students with Disabilities. They show a significant gap in Mathematics and ELA versus the rest of the subgroups. Students in grades K-2 increased their performance on district ELA assessments, indicating that our focus on early literacy strategies is having an impact. Our goal is to get all subgroups above standard and move into the High-Status category by 2025.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	Actual Outcomes Fall 2019 for ELA All: 9.5 points below EL: 12.5 points below Low Socioeconomic: 13.3 points below Hispanic: 11.2 points below	As a result of unprecedented circumstances surrounding coronavirus disease (COVID-19), the administration of the summative assessments that make up the 2020–2021,	We will be administering the SBAC in spring 2023. Mean distance from Level 3 will improve: All: 4.75 points to 4.75 points above (Green)	Goals for the 2024 CAASPP Assessment in ELA: All Students: -35 (increase 15.1 points) EL: -42.9 (Increase 19 points)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	Students w/Disabilities: 94.6 points below	California Assessment of Student Performance and Progress (CAASPP) was suspended. Instead, local iReady diagnostic scores were used to measure student achievement in ELA last year school year. 37% of ALL students placed in green Tier 1 on the iReady Spring 2021 Diagnostic. This was an improvement of 18% from the Fall Diagnostic. Actual Outcomes on the ELA Winter iReady 2022 All: 33% scored in the Red Tier EL: 46% scored in the Red Tier Low Socioeconomic: 37% scored in the Red Tier Hispanic: 35% scored in the Red Tier Students w/Disabilities: 70% scored in the Red Tier	EL: 6.2points to 6.2 points above (Green) Low Socioeconomic: 5.1 points to 5.1 points above (Green) Hispanic: 5.1 points to 5.1 points above (Green) Students w/Disabilities: 24 points to -23 points below (Yellow) Local indicator: i-Ready - 55% of our students will meet their stretch growth targets.	SES: -38.7 (increase 17 points) Hispanic: -38.2 (increase 16.5 points) SWD: -106.9 (increase 18.5 points) Homeless: -50 (increase 22.5 points)
Academic Indicator Math: Distance from Standard	Actual Outcomes Fall 2019 for Math All: 20 points below EL: 22.4 points below Low Socioeconomic: 22.5 points below Hispanic: 24.7 points below Students w/Disabilities: 79.7points below	As a result of unprecedented circumstances surrounding coronavirus disease (COVID-19), the administration of the summative assessments that make up the 2020–2021, California Assessment of Student Performance and Progress (CAASPP) was suspended. Instead, local iReady diagnostic scores were used to measure student achievement in Math this school year. 14% of	We will be administering the SBAC in spring 2023. Mean distance from Level 3 will improve: All: 5.6 points to -3.2 points below (Yellow) EL: 5.9 points to -4.8 points below (Yellow) Low Socioeconomic 6.6 points to -2.7 points below (Yellow) Hispanic: 5.4 points to -4.7 points below (Yellow) Students w/Disabilities: 24 points to	Goals for the 2024 CAASPP Assessment in Math: All Students: -53.2 (increase 14.2 points) EL: -62.3 (increase 18.6 points) SES: -57.2 (increase 16.2 points) Hispanic: -57 (increase 16.1 points) SWD: -135.4 (increase 20.3 points) Homeless: -62.6 (increase 18.8 points)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		ALL students placed in green Tier 1 on the iReady Spring Diagnostic. This was an improvement of 15% from the Fall Diagnostic. Actual Outcomes for Math on the Winter iReady 2022 All: 27% in the Red Tier EL: 33% in the Red Tier Low Socioeconomic: 35% in the Red Tier Hispanic: 28% in the Red Tier Students w/Disabilities: 60% in the Red Tier	• 7.7. points below (Yellow) Local indicator: i-Ready - 55% of our students will meet their stretch growth targets.	
Academic Indicator for Reading (iReady)			Baseline 2023 Winter Diagnostic Grades K - 5: 28% (156 of 558 students) of K - 5 students scored two or more grade levels below in reading.	By the end of 2024 Winter Diagnostic (Reading) we will have 18% of students scoring two or more grade levels below. (10% decrease)
Academic Indicator for Math (iReady)			Baseline 2023 Winter Diagnostic Grades K - 5: 26% (144 of 554 students) of K - 5 students scored two or more grade levels below in math.	By the end of 2024 Winter Diagnostic (Math) we will have 16% of students scoring two or more grade levels below. (10% decrease)

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District Base

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District Base

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District Centralized Services

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District Centralized Services

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

Provide support for early literacy and foundational skills to support students below grade level.	Centralized Services

Action 12

Provide support for common district assessments and common formative assessments to monitor student achievement throughout the year.	Centralized Services

Action 13

Certificated staff will attend professional development funded by the site to help further our goals for student achievement.	Title I 5000-5999: Services And Other Operating Expenditures 41955
	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 2603

Action 14

Provide release time for staff to conduct individualize and small group assessments during the school year.	Title I 1000-1999: Certificated Personnel Salaries

	5422

Action 15

Provide release time for classroom teachers, Special Ed staff, and/or the Counselor to participate in meetings to monitor student progress, and determine appropriate interventions and/or instructional settings.	Title I 1000-1999: Certificated Personnel Salaries 1000

Action 16

Provide additional certificated support for classroom teachers to help students engage in off campus learning	Title I 1000-1999: Certificated Personnel Salaries 1000

Action 17

Pay extra duty hours for teachers to work with parents by hosting parent events on campus or on Zoom.	Title I 1000-1999: Certificated Personnel Salaries 1956

Action 18

Fund guest teachers to support Kindergarten classrooms for the first 10 days of the school year.	Title I 5800: Professional/Consulting Services And Operating Expenditures 8000
	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 1000

Action 19

Provide researched based supplemental materials to support increased access to core content standards ELA, Math, Social Emotional Learning, technology, music	Supplemental/Concentration 4000-4999: Books And Supplies 53964
	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures 10437

Action 20

Collaborate with a Visual and Performing Arts provider or purchase a visual performing arts program to support students in learning the California VAPA standards.	Title I 5000-5999: Services And Other Operating Expenditures 3600

Action 21

Employ full-time Bilingual Community Tech to help support our parents of EL Learners' access school information to help them be more informed. This position will help inform parents about the importance of attendance and being involved with the school.	Supplemental/Concentration 2000-2999: Classified Personnel Salaries 78506

Action 22

Provide funding to add or replace classroom equipment and supplies to support instruction for all students.	Title I 4000-4999: Books And Supplies 767

Action 23

Provide extra hours for Library Tech to organize and account for technology for students, organize Accelerated Reader materials for students and teachers, plan and organize the book fair to encourage student reading, and offer after school support to staff.	Title I 2000-2999: Classified Personnel Salaries 500

Action 24

Fund cost of duplication of research based materials that supplement and enhance core program.	Title I 5000-5999: Services And Other Operating Expenditures 1500

Action 25

Provide extra duty for the Instructional Coach to provide timely data to teachers and principal to make decisions with will improve instruction, intervention and enrichment	Title I 1000-1999: Certificated Personnel Salaries 1000

Action 26

Provide funding to add and/or replace books, materials, and supplies for school or classroom libraries including books needed to implement Accelerated Reader, Battle of the Books, and Latino Family Literacy Project	Supplemental/Concentration 4000-4999: Books And Supplies

	2568

Action 27

Provide Before/During/After school reading and math interventions for students not meeting standards	Title I 1000-1999: Certificated Personnel Salaries 50000

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Abraham Lincoln Elementary recognizes the need to give our students and their families more information about college and career readiness skills.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Increase AVID Parent signatures in planners 2-5 and calendars K-1	50% of students were turning in planners and calendars with parent signatures.	100% of students will have parent signatures in planners or calendars.	100% of students will have parent signatures in planners or calendars.	75% of all students will complete the Agenda or Nikki Folder on a daily basis focusing on Classwork, Homework, and parental notes.
ELPI English Language Progress	Inconsistent/Incomplete Data.	47.4% of EL students making progress towards English language proficiency. 22.5% of EL students decreased one ELPI level.	57.4% of EL students making progress towards English language proficiency (10% increase). 17.5% of EL students decreased one ELPI level (5% decrease).	65% of EL students making progress towards English language proficiency (reaching high status). 12.5% of EL students decreased one ELPI level (5% decrease).

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
EL Progress Reading Diagnostic (iReady)	Inconsistent/Incomplete Data.	Inconsistent/Incomplete Data.	Baseline Winter 2023 iReady Reading Diagnostic (EL) 41% of EL students two or more grade levels behind.	By the Winter 2024 diagnostic, the percentage of EL students scoring two or more grade levels behind will go from 41% to 36% on the iReady Reading Diagnostic

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

Action 1

Create a college and career going culture through school activities, events or experiences.	District District

Action 2

Provide enrichment opportunities for all students.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District Title I 5000-5999: Services And Other Operating Expenditures 2036

Action 4

Provide translators and technology or extra hours for current staff to provide oral translation, for Back to School Night, SSC, ELAC, Title 1 parent meetings, parent conferences, SST meetings, IEP meetings, and any parent event.	Supplemental/Concentration 2000-2999: Classified Personnel Salaries 2800

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Abraham Lincoln Elementary recognizes an area of continuous improvement in LCAP Goal 3. We need to continue to build school culture and lower our chronic absenteeism.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism		Baseline 46.3% Chronic Absenteeism Rate	Decrease school-wide chronic absenteeism from 46.3% to 26.3% by the end of the 2022-2023.	Decrease school-wide chronic absenteeism from 43.3% to 28.3% by the end of the 2023-2024. Decrease chronic absenteeism for the SPED student groups from 45.6% to 30.6% by the end of the 2023-2024. Decrease chronic absenteeism for the EL student groups from 34% to

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
				19% by the end of the 2023-2024. Decrease chronic absenteeism for our Homeless student groups from 50%% to 35% by the end of the 2023-2024. Decrease chronic absenteeism for the Foster student group from 75% to 37.5% by the end of the 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.

Action 1

Provide activities and protocols for improving attendance	District 1000-1999: Certificated Personnel Salaries

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.	District 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 3500 Title I 5800: Professional/Consulting Services And Operating Expenditures 1000

Action 3

Incorporate strategies to ensure a safe and positive environment	District 5700-5799: Transfers Of Direct Costs

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District 4000-4999: Books And Supplies Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures 6132 Supplemental/Concentration 2000-2999: Classified Personnel Salaries 1144

Action 5

To improve our after-school tutoring and support, Lincoln will fund 1/2 of an after-school coordinator Office Tech position.	Supplemental/Concentration 2000-2999: Classified Personnel Salaries 31385

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism (SWD)		Baseline 49.3% chronic absenteeism rate for students with disabilities.	Decrease school-wide chronic absenteeism for students with disabilities from 49.3% to 27% by the end of the 2022-2023.	Decrease school-wide chronic absenteeism for students with disabilities from 27% to 5% by the end of the 2023-2024.
Reading Academic Progress (iReady)			Baseline Winter 2023 iReady Reading Diagnostic (SWD) 55% of EL students two or more grade levels behind.	By the Winter 2024 diagnostic, the percentage of SWD scoring two or more grade levels behind will go from 55% to 50% on the iReady Reading Diagnostic.
Math Academic Progress (iReady)			Baseline Winter 2023	By the Winter 2024 diagnostic, the percentage of

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			iReady Math Diagnostic (SWD) 48% of EL students two or more grade levels behind.	SWD scoring two or more grade levels behind will go from 48% to 43% on the iReady Math Diagnostic

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School		**Goal**		**#1:**
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	8322 **Total Estimated Cost**: 8,322	8322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	5829 **Total Estimated Cost**: 5,829	5829	Title I
Site Instructional Coach	8/15/23-6/5/24	66,069 **Total Estimated Cost**: 66,069	66,069	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7581 **Total Estimated Cost**: 7,581	7581	Title I
Budget Support	8/15/23-6/5/24	1086 **Total Estimated Cost**: 1,086	1086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent and Family Engagement	8/15/23-6/5/24	7719 **Total Estimated Cost**: 7,719	7719	Title I
Foster and McKinney/Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 111,859

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). **Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). **Title II, Part A: Improving Teacher Quality Purpose:** Improve and increase the number of highly qualified teachers and principals. **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:** Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) **Title VI, Part B: Rural Education Achievement Program Purpose:** Provide flexibility in the use of ESEA funds to eligible LEAs. **For School Improvement Schools only: School Improvement Grant (SIG) Purpose:** to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. **Other federal funds** (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$119,736.00	No
Total amount of federal categorical funds allocated to this school.	$119,736.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$194,039.00	No
	$	No
Total amount of StateLocal categorical funds allocated to this school.	$194,039.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$313,775.00	

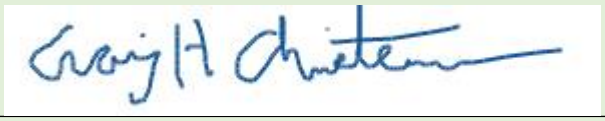
Recommendations and Assurances

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:

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

2. 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.

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

Select from: Other: School Site Council	
[Enter name of consulted group or committee]	[Signature of authorized person]
Craig Christensen - School Site Council	
Mary Dolan - School Site Council	
Joshua Duval - School Site Council	
Bonnie VanBrunt - School Site Council	
Maria Perez Duran - School Site Council	
Nancy Garcia - School Site Council	
Lauren Loy - School Site Council	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:4/25/23.

Attested:

Craig Christensen		
Typed name of school principal	Signature of school principal	Date
Michelle Mata		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Craig Christensen	X				
Jessica Friedman			X		
Joshua Duval		X			
Mary Dolan		X			
Bonnie VanBrunt		X			
Maria Perez Duran				X	
Amy O'Neil				X	
Nancy Garcia				X	
Lauren Loy				X	
Michelle Mata				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	