

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	20-65243-6112312	May 14, 2020.(Budget Approval)	9-22-2020

Purpose and Description

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

Schoolwide Program

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

District Mission Statement:

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

District Vision Statement:

Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

School Mission Statement:

The mission of Lincoln Elementary School is to celebrate life through learning by preparing children for their future. Lincoln Educators strive to promote growth, productive citizenship, and lifelong learning through quality & rigorous instruction and adherence to the California State Standards for Education, for all students.

School Vision Statement:

The Lincoln community dedicates itself to building a nurturing, educational environment where all students, regardless of their circumstances, are equipped to achieve their full potential and aspirations.

Plan Summary:

At Lincoln Elementary we will continue to focus on gaining achievement in the areas of ELA and Math. In ELA, our focus will continue to be an understanding and implementation of a Balanced Literacy Model. Our goal is for all students to grow in their Lexile level so they can easily handle grade level complex text. In Math, the focus will continue to be an understanding of procedural and conceptual Math along with growing students' foundational skills. Throughout these instructional goals the teacher will provide English Learners with designated English Language Development along with strategies to ensure students are able to access the core curriculum (integrated ELD). We will utilize a growth mindset to set achievable personal goals with students based on individual data to continue to improve individual academic achievement.

The implementation of district instructional strategies will also continue including:

- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

SPSA HIGHLIGHT

The key features for the 2019-2020 SPSA were:

ELA:

- The RtI TSA and Teacher Professional Learning Communities have concentrated on building students' Literacy skills throughout this school year
- Supplies have been purchased to continue the implementation of Thinking Maps and Write from the Beginning strategies
- Next Step Guided Reading Materials were provided for K-3rd
- MyOn Reading purchased for grades K-6th

Math:

- Teacher Professional Learning Communities have concentrated on building students' procedural and conceptual Mathematical skills throughout this school year using Math in Practice
- Resources through the 15-Day planning process
- Khan Academy utilized in 4-6th grade

English Language Development:

- Training and implementation of Path to Proficiency Strategies as well as utilizing The California ELD Standards Companion for grades K-6th
- Teachers are implementing designated and integrated ELD throughout the school day. They are using high leverage strategies and analyzing data from state and common formative
- assessments to identify student needs.

Behavior Response to Intervention:

- PBIS implementation
- Second Step Social Emotional Learning Training/Implementation for grades K-6th
- Character Counts Education program to support attitudes, values and behaviors that contribute to the ethical climate of the school.

Parent Involvement:

- The Parent Resource Center provided instructional resources for parent education programs
- Administration and staff provided guidance and support to parents specific to needs throughout the year

Intervention Support Services:

- The full time RtI TSA will continue to provide intensive reading intervention to students in grades 4-6 who are two or more years below grade level
- The full time RtI TSA will continue to provide support to the teachers of students who attend the intervention lab guiding them with strategies to help the students access the core curriculum

Increase and Improve Technology:

- Continue to develop teacher capacity in using technology as a resource to enhance students' understanding of grade level content
- Provide appropriate devices to all grade levels to increase the opportunity for student access on a daily basis. iPads are available in Kindergarten and First grade classrooms.
- MyOn reading available for student use at school and home TK-6th grade.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District School Climate Survey for both teachers and students (5th & 6th grade) is administered and reviewed yearly by site strategic academic planning team, School Site Council, and English Learner Advisory Committee.

ELAC needs assessment survey was distributed to all parents of English Learners during October parent-teacher conferences. Results of the surveys that were returned to the school were that most parents feel safe at school. Computer, reading, and support classes were requested to complete homework with their children. In response to the survey the Parent Resource Center booklet was distributed, listing available resources to everyone free of charge. We also presented the annual English Learner (EL) data reported by the CDE last school year and explained each acronym with our parents in attendance (EO, EL, RFEP, IFEP). Data from the language groups was presented to determine the translation needs. Currently translations are provided in Spanish. The other language at Lincoln besides Spanish are Punjabi, Arabic and Mandarin. Parents asked how parents learn about the reclassification of their children. We shared with parents that they are informed by phone and a letter is sent that requires the signature of the parents, the teacher, and the vice principal.

Classroom Observations

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

Classroom observations were completed on a formal and informal basis by administration in order to provide teachers with effective feedback to continue to improve and support instruction and student learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten administered the ESGI in both Math and ELA in October 2019, December 2019, and March of 2020. NWEA assessments were administered in grades 2-6th in the areas of Reading, Math, and Language in September 2019 and February of 2020. 1st grade administered the NWEA math assessment in February 2020. The Next Step Guided Reading assessment was administered to 1st and 2nd grade students in August/September 2019. The Scholastic Reading Inventory was administered to 3-6th grades in August & December 2019.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student achievement. Data was utilized collectively by staff and students to create and monitor individual student growth goals. Grade level PLCs also utilized common formative assessments to collect grade level data to design and implement instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lincoln employed (2) teachers during the 2019-2020 school year who did not meet the requirements for highly qualified staff.

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

All credentialed teachers participated in ongoing school wide and grade level professional development.

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

Professional development was designed based on specific grade level and individual teacher needs and executed through the use of a coaching model (District Academic Coach).

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

District Academic Coaches and the New Teacher Support and Mentoring coaches supported teachers within the classroom and during grade level PLC. The coaches provided planning guidance, demonstration lessons, in class coaching and facilitated peer observations.

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

Teachers in all grade levels were provided collaboration time on a weekly basis.

Teaching and Learning

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

Teachers utilized district priority standards and essential program component documents to implement high quality instruction based on content and performance standards.

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

Teachers utilized the district (EPC) essential program component document to plan and design for instruction and adhered to the recommended instructional minutes for core subject instruction.

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

Master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instructional time.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas.

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

MUSD ensures that schools have SBE adopted core curriculum for all students. These materials also have an EL and intervention components.

Opportunity and Equal Educational Access

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

District curriculum and training were provided to Response to Intervention TSA in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:

- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

Parental Engagement

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

Translation services and childcare are provided for parents to ensure all parents have access to involvement in school meetings. Parent Resource Center available for specific student/parent needs.

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, Lincoln Parent Faculty Club.

Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

- School Site Council
- English Language Advisory Committee
- Strategic Academic Planning Team
- Met with teams during monthly scheduled meetings

IMPACT ON SPSA AND ANNUAL UPDATE:

Each group provided insight with regards to the development of goals, actions, and analysis. These consultations provided input from many different stakeholders, from within the Lincoln community, ensuring that all had an impact on the overall plan for student achievement.

Resource Inequities

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

GREATEST PROGRESS

This year provided a new challenge with defining the greatest areas of need and progress due to school being closed the last quarter of the year due to COVID-19. As we did not participate in district spring assessments including state testing through the Smarter Balanced Assessment.

Our current projections up until the current school closures showed that Lincoln would have 42.3% of our students meet or exceed standards in ELA, a decrease of 1.3% over the previous year. In math we were projected to have 31.1% of students meet or exceed standards, a decrease of 6.9% based on the Student Success Indicator 2019-20 projections.

Lincoln met or exceeded in ELA at 41% for the 2018-19 school year and in Math at 38% met or exceeded. Our ELA and Math DF3 showed slight growth with ELA at +1.1 and Math at +2.0.

With the full implementation of PBIS we have seen a continued decrease in the number of suspensions as well as a decrease in the amount of office referrals. We focused heavily this year on building personal relationships with our students and families and we have seen this impact behavior and engagement in school as well. We also utilized referral rhino this year which provided us specific data in which we were able to create specific social-emotional support systems with our school counselor, psychologist, and student advocate.

Within the 2018-19 School Climate survey 79% of family members felt the school climate was favorable.

This year our library continued to received much needed new books through the district library initiative. This allowed us to replace many well used library books. The district also provided our library with some new furniture for students to utilize while in our library.

During the 2019-20 school year, Lincoln's site initiatives were focused on continuous improvement in supporting literacy in grades TK-6th grade. Staff focused on guided reading in grades K-3rd grade for all students at their instructional level and in grades 4th-6th teachers focused on students who were not reading at grade level in supporting them in guided reading at their instructional levels (Tier 2). All grades also focused on comprehension using close reading strategies, thinking maps, and write from the beginning and beyond strategies to allow for students to understand, organize, and respond to information from text. In addition the strategic academic planning team recognized the need to focus on good first instruction with 15 day

planning in mathematics this year. Teams developed shared units focused on common formative assessment, intervention, and extension activities through the PLC process. We also saw the need to support our English Learners through integrated and designated ELD with a specific focus on providing collaborative structures in order to engage students in productive discussions with the use of academic language in context. Lastly, our strategic academic planning team realized the need to utilize multiple data sources to meet the needs of each individual student as well as the need for students to be part of setting attainable goals for themselves to continue to make academic progress through teacher-led goal setting with students.

GREATEST NEEDS

At Lincoln, the 2019 CAASPP results show one significant subgroup that was in the "red" within Math (Students with Disabilities) and two subgroups in the "orange" (English Learners and Socioeconomic Disadvantaged). In ELA one subgroup was in the "red" (English Learners) and we also saw our Students with Disabilities subgroup increase significantly moving into the orange with a +15.7 gain.

Within ELA our met/exceeded standard students dropped by 2% and our Math met/exceeded standard students maintained at 38%. Both our ELA and Math DF3 increased slightly with +1.1 and in ELA +2.0.

Our Student Success Indicator projections for 2019-20 show that the DF3 for math will be approximately -36.6 and for ELA at -27.7.

NWEA data for this year shows us that overall our students are not making the progress that they should be within Reading and Mathematics (see below):

NWEA 2018-19 Fall Winter Spring (not tested due to Covid-19 school closures)

National Norm Reading Math Reading Math Reading Math

Above 38% 34.9% 34.4% 31.3%

Below 62% 65.1% 65.6% 68.7%

The NWEA data for our site reflects our continued need to focus our efforts on the implementation of the Balanced Literacy model (guided reading) as well as continued work within our grade level professional learning community in developing conceptual and procedural knowledge (using math in practice resources) during 15-day planning. In order to continue to address these needs, we will continue to engage in the Plan, Do, Study, Act cycles with our Strategic Academic Planning Team. During our grade level professional learning communities we will continue to reflect and make adjustments based on current data with our site initiatives focused on balanced literacy (guided reading, close reading, 15 day planning in mathematics, collaborative

structures specifically with a focus on Tier 3 academic vocabulary, and goal setting with students based on individual student data).

PERFORMANCE GAPS

At Lincoln, the 2019 CAASPP results showed one significant subgroup within in the “red” within ELA (English learners). In math the subgroup of (Students with Disabilities) fell within the “red”.

Support will be provided to our SPED teachers within their professional development, as we will have a new SPED teacher (5th-6th SDC) to our site for this 2020-21 school year.

Lincoln will continue our focus on ensuring our English Learners are receiving high quality instruction in designated ELD as well as incorporating strategies to support language during core academic instruction (integrated).

INCREASED OR IMPROVED SERVICES

Low-Income Students

- All students will meet with their teacher to set goals to discuss progress towards meeting their academic goals
- Provide access to materials and/or resources needed for a healthy well being which will support academic success

English Learners

- Continue Path to Proficiency Professional Development Training
- Teachers will provide language development through designated and integrated ELD throughout the school day. They will use high leverage strategies (ELL Principles and language objectives)

and analyzing data from state and common formative assessments to identify student needs.

- All students will meet with their teacher to set goals to discuss progress towards meeting their academic goals

Foster Youth

- All students will meet with their teacher to set goals to discuss progress towards meeting their academic goals
- Provide access to materials and/or resources needed for a healthy well being which will support academic success

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.37%	0.24%	0.23%	3	2	2
African American	0.85%	1.09%	1.04%	7	9	9
Asian	5.00%	4.37%	4.29%	41	36	37
Filipino	0.49%	0.49%	0.46%	4	4	4
Hispanic/Latino	79.76%	82.02%	80.88%	654	675	698
Pacific Islander	0.24%	0.12%	0.12%	2	1	1
White	11.46%	9.36%	10.31%	94	77	89
Multiple/No Response	0.24%	0.24%	1.85%	2	2	7
Total Enrollment				820	823	863

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	126	117	126
Grade 1	113	115	96
Grade 2	114	115	123
Grade3	115	119	129
Grade 4	129	122	125
Grade 5	102	135	122
Grade 6	121	100	142
Total Enrollment	820	823	863

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	135	137	124	16.5%	16.6%	14.4%
Fluent English Proficient (FEP)	70	68	71	8.5%	8.3%	8.2%
Reclassified Fluent English Proficient	27	18	34	18.4%	13.3%	24.8%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	132	114	122	131	114	117	131	114	117	99.2	100	95.9
Grade 4	112	128	125	111	127	122	111	127	122	99.1	99.2	97.6
Grade 5	128	95	137	128	95	136	128	95	136	100	100	99.3
Grade 6	128	125	97	128	124	95	128	124	95	100	99.2	97.9
All	500	462	481	498	460	470	498	460	470	99.6	99.6	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	240	241	240	13.7	10.5	13.6	26.7	35.9	21.3	34.3	30.7	32.4	25.1	22.8	32.4
Grade 4	245	244	246	16.2	17.3	13.9	27.0	22.8	31.9	22.5	28.3	28.6	34.2	31.5	25.4
Grade 5	248	249	248	12.5	12.6	16.9	32.0	31.5	30.1	25.7	28.4	22.7	29.6	27.3	30.1
Grade 6	252	249	250	14.8	5.65	7.37	28.9	37.9	30.5	35.9	27.4	31.5	20.3	29.0	30.5
All	N/A	N/A	N/A	14.2	11.5	13.4	28.7	31.9	28.5	29.9	28.7	28.5	27.1	27.8	29.5

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.50	14.91	14.53	49.62	50.00	55.56	35.88	35.09	29.91
Grade 4	18.92	16.54	16.39	54.95	51.97	48.36	26.13	31.50	35.25
Grade 5	17.97	12.63	13.24	54.69	56.84	57.35	27.34	30.53	29.41
Grade 6	23.44	9.68	10.53	46.88	51.61	54.74	29.69	38.71	34.74
All Grades	18.67	13.48	13.83	51.41	52.39	54.04	29.92	34.13	32.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.45	14.91	15.38	58.78	57.89	58.97	29.77	27.19	25.64
Grade 4	14.41	20.47	16.39	55.86	51.18	67.21	29.73	28.35	16.39
Grade 5	17.97	31.58	25.00	50.78	43.16	47.79	31.25	25.26	27.21
Grade 6	17.97	17.74	11.58	54.69	46.77	62.11	27.34	35.48	26.32
All Grades	15.46	20.65	17.66	55.02	50.00	58.51	29.52	29.35	23.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.92	14.04	14.53	67.18	70.18	63.25	22.90	15.79	22.22
Grade 4	14.41	10.24	13.93	62.16	67.72	71.31	23.42	22.05	14.75
Grade 5	12.50	13.68	16.18	64.84	61.05	66.18	22.66	25.26	17.65
Grade 6	20.31	10.48	13.68	57.81	65.32	63.16	21.88	24.19	23.16
All Grades	14.26	11.96	14.68	63.05	66.30	66.17	22.69	21.74	19.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.90	17.54	13.68	53.44	61.40	52.99	23.66	21.05	33.33
Grade 4	9.91	17.32	17.21	66.67	56.69	62.30	23.42	25.98	20.49
Grade 5	18.75	23.16	21.32	50.78	50.53	47.06	30.47	26.32	31.62
Grade 6	25.00	18.55	14.74	54.69	53.23	57.89	20.31	28.23	27.37
All Grades	19.48	18.91	17.02	56.02	55.65	54.68	24.50	25.43	28.30

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	131	114	122	130	114	118	130	114	118	99.2	100	96.7
Grade 4	112	128	125	111	127	122	111	127	122	99.1	99.2	97.6
Grade 5	128	95	137	128	95	136	128	95	136	100	100	99.3
Grade 6	128	125	97	127	125	96	127	125	96	99.2	100	99
All	499	462	481	496	461	472	496	461	472	99.4	99.8	98.1

* 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			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	243	242	242	14.6	9.65	17.8	39.2	39.4	29.6	30.0	30.7	27.1	16.1	20.1	25.4
Grade 4	245	246	246	8.11	12.6	11.4	32.4	29.9	25.4	32.4	36.2	40.1	27.0	21.2	22.9
Grade 5	246	248	249	6.25	9.47	12.5	19.5	22.1	25.0	25.0	32.6	29.4	49.2	35.7	33.0
Grade 6	250	249	248	17.3	8.00	7.29	14.9	20.8	21.8	38.5	34.4	32.2	29.1	36.8	38.5
All	N/A	N/A	N/A	11.6	9.98	12.5	26.4	28.2	25.6	31.4	33.6	32.2	30.4	28.2	29.6

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.31	26.32	30.51	43.08	47.37	40.68	24.62	26.32	28.81
Grade 4	18.92	25.98	19.67	38.74	36.22	41.80	42.34	37.80	38.52
Grade 5	8.59	13.68	17.65	32.03	36.84	40.44	59.38	49.47	41.91
Grade 6	22.05	15.20	14.58	35.43	43.20	37.50	42.52	41.60	47.92
All Grades	20.56	20.61	20.76	37.30	41.00	40.25	42.14	38.39	38.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.62	19.30	25.42	55.38	54.39	48.31	20.00	26.32	26.27
Grade 4	11.71	18.11	14.75	50.45	50.39	50.00	37.84	31.50	35.25
Grade 5	10.16	13.68	14.71	37.50	49.47	51.47	52.34	36.84	33.82
Grade 6	14.96	8.00	10.42	51.97	50.40	45.83	33.07	41.60	43.75
All Grades	15.52	14.75	16.53	48.79	51.19	49.15	35.69	34.06	34.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.31	19.30	22.88	61.54	55.26	51.69	16.15	25.44	25.42
Grade 4	18.02	22.05	13.93	48.65	47.24	55.74	33.33	30.71	30.33
Grade 5	11.72	10.53	16.18	41.41	50.53	55.88	46.88	38.95	27.94
Grade 6	20.47	7.20	8.33	42.52	47.20	47.92	37.01	45.60	43.75
All Grades	18.15	14.97	15.68	48.59	49.89	53.18	33.27	35.14	31.14

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1424.6	1421.9	1439.1	1437.4	1390.7	1385.6	22	21
Grade 1	1478.9	1443.6	1475.1	1453.2	1482.4	1433.4	27	18
Grade 2	1457.7	1469.2	1460.3	1477.8	1454.6	1460.2	19	19
Grade 3	1486.8	1462.2	1480.3	1450.3	1492.7	1473.8	22	21
Grade 4	1476.9	1513.7	1467.1	1495.8	1486.2	1531.2	15	18
Grade 5	1505.5	1497.3	1501.1	1487.2	1509.3	1506.8	11	16
Grade 6	*	*	*	*	*	*	*	10
All Grades							124	123

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	19.05	*	28.57	*	33.33	*	19.05	22	21
1	*	11.11	48.15	27.78	*	33.33	*	27.78	27	18
2	*	0.00	*	52.63	*	42.11	*	5.26	19	19
3	*	0.00	54.55	33.33	*	33.33	*	33.33	22	21
4		11.11	*	72.22	*	11.11	*	5.56	15	18
5	*	0.00	*	37.50	*	50.00	*	12.50	11	16
6		*	*	*	*	*	*	*	*	*
All Grades	19.35	6.50	44.35	42.28	20.97	33.33	15.32	17.89	124	123

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	33.33	*	28.57	*	19.05	*	19.05	22	21
1	74.07	22.22	*	27.78	*	22.22	*	27.78	27	18
2	*	21.05	*	42.11	*	31.58	*	5.26	19	19
3	*	14.29	50.00	23.81	*	19.05	*	42.86	22	21
4	*	38.89	*	44.44	*	5.56	*	11.11	15	18
5	*	6.25	*	68.75		18.75	*	6.25	11	16
6	*	*	*	*	*	*	*	*	*	*
All Grades	42.74	22.76	33.06	38.21	13.71	19.51	10.48	19.51	124	123

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.52	*	19.05	54.55	47.62	*	23.81	22	21
1	*	5.56	*	16.67	*	27.78	*	50.00	27	18
2	*	0.00	*	26.32	*	63.16	*	10.53	19	19
3		0.00	*	28.57	59.09	28.57	*	42.86	22	21
4		11.11	*	55.56	*	22.22	*	11.11	15	18
5	*	0.00	*	6.25	*	75.00	*	18.75	11	16
6		*		*	*	*	*	*	*	*
All Grades	12.90	4.07	27.42	24.39	34.68	43.90	25.00	27.64	124	123

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.09	14.29	*	66.67	*	19.05	22	21
1	70.37	22.22	*	55.56	*	22.22	27	18
2	*	26.32	*	63.16	*	10.53	19	19
3	*	9.52	59.09	52.38	*	38.10	22	21
4	*	44.44	73.33	50.00	*	5.56	15	18
5	*	0.00	*	87.50	*	12.50	11	16
All Grades	46.77	19.51	45.16	60.98	*	19.51	124	123

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.10	*	42.86	*	19.05	22	21
1	66.67	16.67	*	50.00	*	33.33	27	18
2	*	26.32	*	63.16	*	10.53	19	19
3	*	19.05	50.00	47.62	*	33.33	22	21
4	*	33.33	*	50.00	*	16.67	15	18
5	*	37.50	*	50.00	*	12.50	11	16
6	*	*	*	*	*	*	*	*
All Grades	45.16	29.27	43.55	48.78	11.29	21.95	124	123

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	72.73	85.71	*	14.29	22	21
1	44.44	5.56	40.74	44.44	*	50.00	27	18
2	*	5.26	*	57.89	*	36.84	19	19
3		0.00	59.09	47.62	*	52.38	22	21
4		0.00	*	83.33	*	16.67	15	18
5	*	0.00	*	87.50	*	12.50	11	16
All Grades	16.94	1.63	50.00	63.41	33.06	34.96	124	123

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	33.33	*	33.33	22	21
1	*	5.56	70.37	50.00	*	44.44	27	18
2	*	5.26	*	89.47	*	5.26	19	19
3	*	9.52	77.27	61.90	*	28.57	22	21
4	*	27.78	73.33	66.67	*	5.56	15	18
5	*	12.50	*	62.50	*	25.00	11	16
All Grades	19.35	16.26	65.32	60.16	15.32	23.58	124	123

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
823	72.7	16.6	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	137	16.6
Foster Youth	7	0.9
Homeless	21	2.6
Socioeconomically Disadvantaged	598	72.7
Students with Disabilities	75	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1
American Indian	2	0.2
Asian	36	4.4
Filipino	4	0.5
Hispanic	675	82.0
Two or More Races	17	2.1
Pacific Islander	1	0.1
White	77	9.4





Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 18.6 points below standard Maintained ++1.5 points 463	 Orange 39.8 points below standard Declined Significantly -17.9 points 116	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 56.1 points below standard 14	 Orange 31.6 points below standard Maintained -2.7 points 326	 Orange 86.4 points below standard Increased Significantly ++18.8 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 35.7 points above standard Increased Significantly ++29.3 points 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 24.2 points below standard Maintained -1.5 points 373	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 0 points below standard Increased ++3.6 points 47

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 86.4 points below standard Declined -10.4 points 60	Reclassified English Learners 10.1 points above standard Declined -7.4 points 56	English Only 15.6 points below standard Increased ++5.6 points 330

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 31 points below standard Maintained ++0.9 points 463	 Orange 49.1 points below standard Declined Significantly -23.8 points 116	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 47 points below standard 14	 Orange 40.9 points below standard Maintained -2.1 points 326	 Red 110.6 points below standard Maintained -0.6 points 48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 26.5 points above standard Increased Significantly ++19.5 points 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 37.8 points below standard Maintained -1.4 points 373	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 3.3 points below standard Increased ++14.2 points 47

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 82.9 points below standard Declined Significantly -19.6 points 60	Reclassified English Learners 12.9 points below standard Declined Significantly -15.2 points 56	English Only 27 points below standard Increased ++7.9 points 330

Conclusions based on this data:

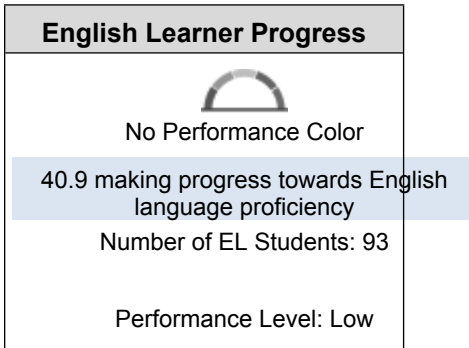
1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	34	0	38

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 8.5 Declined -1.5 857	 Orange 8.6 Increased +1 152	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 12 Declined -13.8 25	 Green 9.1 Declined -2.4 628	 Yellow 13.8 Declined -2 87

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Orange 8.3 Increased +3.7 36	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Green 8.4 Declined -1.4 705	Two or More Races  No Performance Color 5.3 Declined -7.2 19	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 10 Declined -4.6 80

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate







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

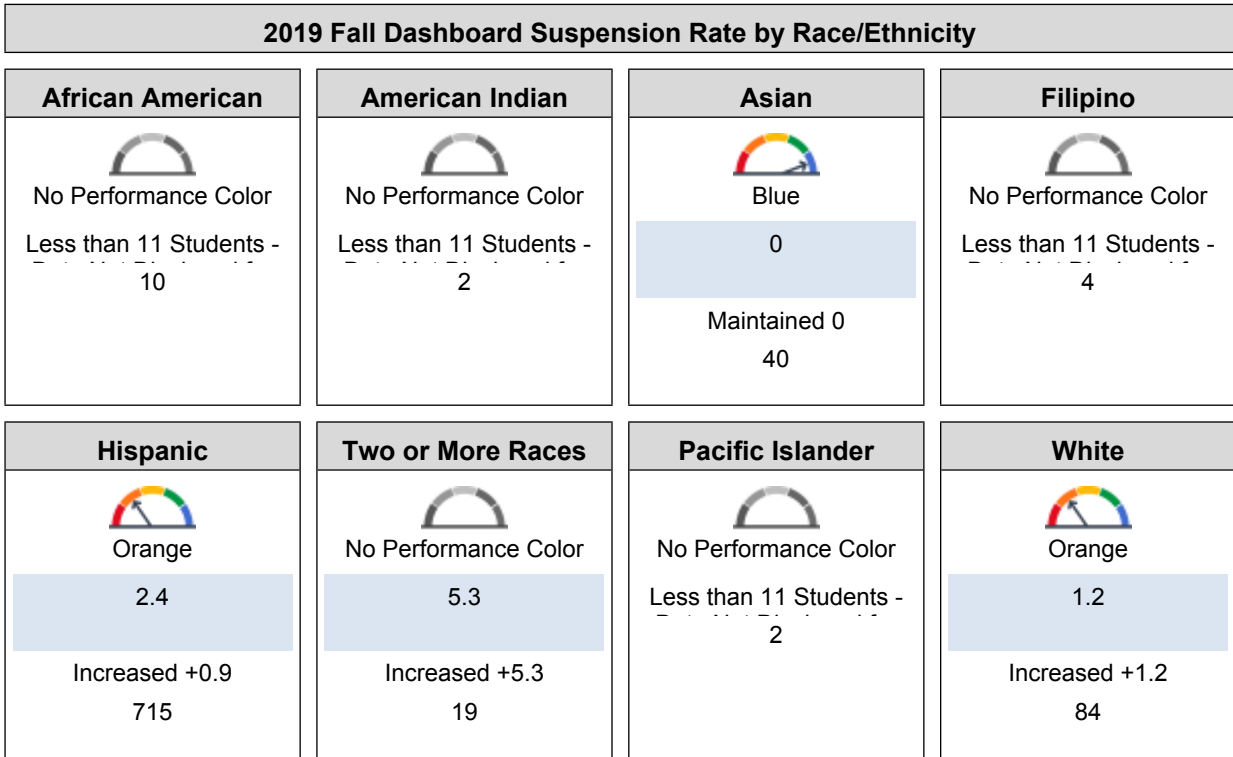


This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.3 Increased +1.1 876	 Orange 2.6 Increased Significantly +2.6 156	 No Performance Color Less than 11 Students - Data Not 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 3.7 Increased +3.7 27	 Orange 3 Increased +1.3 643	 Orange 5.7 Increased +4.4 88



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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1.2	2.3

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1. Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standard

Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year School Specific Goal: Lincoln elementary will obtain an ELA academic score of [high (blue)] performance for all students as measured by the California Dashboard.
Lincoln elementary will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Lincoln elementary will obtain an English Learner progress score of [high (blue), medium-high (green), medium (yellow), medium-low (orange), or low (red)] performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 30.1	Color: (Projected): GREEN DF3: -10
Local Interim Assessment ELA	45% of students met or exceeded standard in ELA	70% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	34% of students are projected to read at or above grade level.	60% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	44% of students are projected to read at or above grade level.	72% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 43.4	Color: (Projected): GREEN DF3: -12
Local Interim Assessment Math	45% of students met or exceeded standard in math	65% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending
ELPAC	NA	NA
Reclassification Rate	13.8%	28%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Teachers on Special Assignment:

Response to Intervention TSA

- Review and analyze data from various sources: CAASPP scores, CELDT/ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
- Work collaboratively with teachers to analyze data and identify students needing additional support
- Identify academic need and create appropriate instructional groups (Tier 3)
- Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
- Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to

build teacher capacity

- Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
- Organize, schedule, and/or attend SST/COST meetings with parents & staff
- Provide support to teachers and students when planning and implementing distance learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

67,005

RTI TSA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide teacher release time, extra time, and travel and conference:

- Observe peers focusing on site initiatives (SAP)
- Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.
- Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.

- Provide after school tutoring for students.
- Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Certificated Subs
5,000	Certificated Extra Time
11,000	Travel and Conference

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,

or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,855	Instructional Supplies
5,000	Duplicating / Printshop

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students.

Strategy/Activity

(Classified/Clerk Extra-Time)

- Translating and Child care

Site Title I Funds:

As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategy/Activity 1: The full-time RTI TSA (50% funded by site Title 1 funds) provided intense literacy skills and intervention to students in grades 4-6th. Students were supported at their instructional reading level. The Rtl TSA also scheduled and/or attended SSTs which allowed for a team approach to supporting students individual academic needs.

Strategy/Activity 2: Teacher extra time was provided for teachers in order to provide time for teachers to work in their collaborative PLCs. Grade level teams were paid on a timesheet when working extended time after their duty day in their grade level PLCs focused around our site initiatives (literacy, 15-day planning in math, english learner strategies, individual student goal setting). Teachers identified priority standards and developed lessons and assessments (CFAs), and analyzed student data through the 15-day planning process. Strategic Academic Planning team was scheduled to attend the PLC conference in Fresno in July of 2020.

Strategy/Activity 3: Purchased supplemental instructional supplies, books and reference materials including: purchased "Write from the Beginning" argumentative binders for all teachers, Thinking Maps binders for new teachers, guided reading books for 3rd grade teachers. Replaced damaged/lost guided reading books. Purchased classroom library books for 1st, 3rd, and 6th grade and math manipulatives to enhance conceptual understanding for SPED classes. Duplication/Print shop instructional materials were provided per grade level.

Strategy/Activity 4: No Classified/Clerk extra time was utilized this year for translating and/or child care.

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

Strategy/Activity 1: Our full time Rtl TSA went out on leave in September therefore we moved our site PLSS TSA into the Rtl TSA position. 100% of budget expended.
Allocation:\$ 58,790.00 Estimated Actuals:\$ 58,790.00

Strategy/Activity 2: Our teacher extra time increased teacher collaboration time together which will increase student achievement in math and ELA. We did not use much of our teacher sub release time allocation because we no longer needed to release teachers to have common planning time during the day/monthly since we had a schedule change that increased teacher collaboration time during the duty day (Tuesday/Thursday early out). This intern made more sub release time unnecessary. We also did not spend the money allocated for travel/conference because all spring professional development conferences were cancelled because of COVID-19.
Allocation:\$ 14,000.00 Estimated Actuals:\$ 3,361.00

Strategy/Activity 3: The instructional materials/print shop items that were purchased supported our site initiative implementation in the area of literacy (specifically phonemic awareness and guided reading). Math manipulatives purchased supported the execution of our 15-day plans and provided hands on experiences for students conceptual understanding. The "Write from the Beginning" training materials will be utilized the following school year as we put this professional development on hold for this year to be strategic in our site initiatives.

Allocation:\$ 49,281.00 Estimated Actuals:\$ 43,878.00

Strategy/Activity 4: No Classified/Clerk extra time was utilized this year for translating and/or child care.

Allocation:\$ 0 Estimated Actuals:\$ 0

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

Strategy/Activity1: We will continue to fund our Response to Intervention Teacher (Rtl) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST,SST). The Rtl teacher will continue to work alongside out classroom teachers to support Tier 3 intervention.

Strategy/Activity 2: We will continue to fund our teacher extra time which will continue to allow for strategic planning time based on our site initiatives. Travel and conference funds will allow for new members of the SAP team to attend the PLC conference as well as staff professional development as needed to develop new skills and knowledge.

Strategy/Activity 3: Funds will continue to be allocated to purchase needed instructional materials and supplies to support our site initiatives focused on literacy, math, and English Learner strategies. Funds might also be utilized to provide needed instructional materials to support distance learning.

Strategy/Activity 4: If funds become available we might consider utilizing classified/clerk extra time for translating/child care to better serve our parents needs when attending school meetings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score each year .

State Priorities: 3

Local Priorities: 1. Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need: 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year School Specific Goal: Lincoln elementary will obtain an Suspension score of medium] performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score in comparison to the previous school year

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	1.6% (14 students were suspended one or more times.)	1.0%
5th Grade School Climate Favorable Index Score	67% (128 student responses)	75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade School Climate Favorable Index Score	64% (122 student responses)	70%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

PBIS Training and implementation:

Continue to refine implementation of PBIS. Our site will sustain the implementation of Tier 1 PBIS supports, sustain Tier 2 SEL interventions and refine development on Tier 3 systems and supports as specific needs arise.

Support continued professional development related to:

- Second Step
- Restorative Justice
- Character Counts
- Positive Behavior Support

Cost:

As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Purchase supplemental materials:

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district's print shop service to provide materials for student/staff use as well as for parent education.
- Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.

Cost:

As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We continue to implement our site PBIS initiatives. We began the school year by reviewing our site behavior matrix whole school with a walk around of the campus teaching lessons specific to each section within the school matrix. We printed our monthly incentive items for students and staff. We utilized Second Step curriculum in grades K- 5th grade. This has allowed us strategies to support our school culture in a positive way.

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

Strategy/Activity 1

We purchased PBIS signage for the school site for student reference of our school wide behavior matrix.

Allocation:\$ 4,238.00 Estimated Actuals:\$ 4,238.00

Strategy/Activity 2

Purchase supplemental materials:

Allocation:\$ 0 Estimated Actuals:\$ 0

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

As funds become available we utilize them to support our PBIS implementation and Character Education Program.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

State Priorities: 5, 6

Local Priorities: none

Identified Need: 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year School Specific Goal: Lincoln elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Meeting	7	20
Back-to-school Attendance	90%	95%
Active Parent Portal Users	635	650
SSC	12	20
ELAC	7	20

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide teacher/classified release time and extra time:

- Provide parent translation/interpretation
- Provide extra time for teachers to inform/educate parents with strategies to support their child at home
- Provide preparation time for parent support
- Provide parent education nights
- Phone calls and notes home to inform parents of meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Certificated Extra Time

1000

Classified Extra Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district's print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

510

Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We saw a significant increase in our Title I meeting attendance by holding the meeting with parents in the cafeteria before back to school night. Our SSC meetings continue to be well attended by our elected team of 12 made up of parents, teachers, administration, and other classified staff members. We have continued to work to increase attendance of our ELAC meetings. We have received resources and incentives from our district migrant program which is helping us to continue to grow this group.

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

In order to provide translation during our ELAC meetings we use our certificated extra time funds to allow for a teacher to be part of the meetings. We also used funds for classified extra time for translation of documents and/or meeting translation so that information is sent home in parents primary language. This improves parent involvement because parents are informed of school events, meetings, and also are informed on how they can help their students at home. Our supply funds allow for the purchase of instructional resources for parents to use with their child at home to have the home to school connection which improves and supports academic growth. 25% of classified extra time budget will be expended. We did not expend classified extra time. Due to COVID-19 we did not expend all these funds as we met via zoom for our last ELAC meetings.

Strategy/Activity 1

Provide teacher/classified release time and extra time:

Allocation:\$ 1,750 Estimated Actuals:\$ 84

Strategy/Activity 2

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

Allocation:\$ 745 Estimated Actuals:\$ 552

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

We will continue to hold our Title I meetings during Back to School Night to maintain increased participation. We will also continue to use funds for certificated staff to attend ELAC meetings in order to provide translation and/or feedback regarding site initiatives for families. We also will continue to use funds for classified staff extra time for translation of documents and/or meeting translation service as well. This will enable parent understanding of information shared verbally as well as documents related to student progress and school event information and/or resources. We realized this year that parents need daycare at times to attend meetings so we plan on utilizing classified extra time funds for this service as well to increase parent participation.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities: 1

Local Priorities: none

Identified Need: 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.

3-Year School Specific Goal: Lincoln elementary will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebook usage of devices	1.0 hours	1.7 hours
Google API (per device usage data)	35.5% of Chromebook devices met 75% of 2-hour daily threshold.	60% of Chromebook devices met 75% of 2-hour daily threshold.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase technology and supplemental materials:

- Purchase technology to support technology goal
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher

resources, or other items that support technology (MyOn).

- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Computer Hardware/Software
Maintenance & License

1,000

Computer Hardware

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Funds were used to purchase MyOn to enhance English Language Arts core curriculum.

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

Provided program license for MyOn. Computer Hardware/Software Maintenance & License budget.

Allocation:\$ 10,000.00 Estimated Actuals: \$ 6,950.00

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

Lincoln will continue to provide site license for MyOn for teachers and students to increase the use and effectiveness of their technology specifically supporting literacy. We will budget funds for computer hardware to for replacement technology needs this year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$132,370.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,370.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Certificated Extra Time	\$6,000.00
Certificated Subs	\$5,000.00
Classified Extra Time	\$1,000.00
Computer Hardware	\$1,000.00
Computer Hardware/Software Maintenance & License	\$10,000.00
Duplicating / Printshop	\$5,000.00
Instructional Supplies	\$25,855.00
RTI TSA	\$67,005.00
Supplies	\$510.00

Travel and Conference	\$11,000.00
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Subtotal of state or local funds included for this school: \$132,370.00

Total of federal, state, and/or local funds for this school: \$132,370.00

School Site Council Membership

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

2 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jeff Howery	Parent or Community Member
Tim Riche	Parent or Community Member
Shawn Bushey	Parent or Community Member
Kim Lopez	Parent or Community Member
Christina Brown	Parent or Community Member
Karen Hansen	Classroom Teacher
Katie Sears	Classroom Teacher
Erik Buck	Classroom Teacher
Teresa Hernandez	Other School Staff
Maribel Gil	Other School Staff
Jennifer Burns-Sauceda	Principal
Nicole Guerriero	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team, School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Nicole Guerriero on May 15, 2019
SSC Chairperson, Jeff Howery on May 15, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds

allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments”

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

ESSA Title I, Part A: School Improvement:

<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Lincoln Elementary School

Funding Source: Certificated Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Provide teacher release time, extra time, and travel and conference: <ul style="list-style-type: none">•Observe peers focusing on site initiatives (SAP)•Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.•Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.•Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.•Time for testing, scheduling, and compiling information about students.•Provide after school tutoring for students.•Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.
		\$1,000.00		Provide teacher/classified release time and extra time: <ul style="list-style-type: none">•Provide parent translation/interpretation•Provide extra time for teachers to inform/educate parents with strategies to support their child at home•Provide preparation time for parent support•Provide parent education nights•Phone calls and notes home to inform parents of meetings
Certificated Extra Time Total Expenditures:		\$6,000.00		
Certificated Extra Time Allocation Balance:		\$0.00		

Lincoln Elementary School

Funding Source: Certificated Subs

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Provide teacher release time, extra time, and travel and conference: <ul style="list-style-type: none">•Observe peers focusing on site initiatives (SAP)•Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.•Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.•Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.•Time for testing, scheduling, and compiling information about students.•Provide after school tutoring for students.•Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Certificated Subs Total Expenditures: \$5,000.00

Certificated Subs Allocation Balance: \$0.00

Funding Source: Classified Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Provide teacher/classified release time and extra time: <ul style="list-style-type: none">•Provide parent translation/interpretation•Provide extra time for teachers to inform/educate parents with strategies to support their child at home•Provide preparation time for parent support•Provide parent education nights•Phone calls and notes home to inform parents of meetings

Lincoln Elementary School

Classified Extra Time Total Expenditures: \$1,000.00

Classified Extra Time Allocation Balance: \$0.00

Funding Source: Computer Hardware

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Purchase technology and supplemental materials: <ul style="list-style-type: none">•Purchase technology to support technology goal•Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology (MyOn).•Provide for repairs as needed to keep equipment in working order.•Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

Computer Hardware Total Expenditures: \$1,000.00

Computer Hardware Allocation Balance: \$0.00

Funding Source: Computer Hardware/Software Maintenance & License

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$10,000.00

Purchase technology and supplemental materials:

- Purchase technology to support technology goal
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology (MyOn).
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

Computer Hardware/Software Maintenance & License Total Expenditures: \$10,000.00

Computer Hardware/Software Maintenance & License Allocation Balance: \$0.00

Funding Source: Duplicating / Printshop

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$5,000.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,

or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

Duplicating / Printshop Total Expenditures: \$5,000.00

Duplicating / Printshop Allocation Balance: \$0.00

Funding Source: Instructional Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$25,855.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,

or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

Instructional Supplies Total Expenditures: \$25,855.00

Instructional Supplies Allocation Balance: \$0.00

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$67,005.00

Teachers on Special Assignment:
Response to Intervention TSA

- Review and analyze data from various sources: CAASPP scores, CELDT/ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
- Work collaboratively with teachers to analyze data and identify students needing additional support
- Identify academic need and create appropriate instructional groups (Tier 3)
- Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
- Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
- Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
- Organize, schedule, and/or attend SST/COST meetings with parents & staff
- Provide support to teachers and students when planning and implementing distance learning

RTI TSA Total Expenditures: \$67,005.00

RTI TSA Allocation Balance: \$0.00

Funding Source: Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$510.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Lincoln Elementary School

Supplies Total Expenditures: \$510.00

Supplies Allocation Balance: \$0.00

Funding Source: Travel and Conference

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$11,000.00		<p>Provide teacher release time, extra time, and travel and conference:</p> <ul style="list-style-type: none">•Observe peers focusing on site initiatives (SAP)•Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.•Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.•Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.•Time for testing, scheduling, and compiling information about students.•Provide after school tutoring for students.•Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Travel and Conference Total Expenditures: \$11,000.00

Travel and Conference Allocation Balance: \$0.00

Lincoln Elementary School Total Expenditures: \$132,370.00