

School Year:

2021-22



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	5/25/2021	6/22/2021

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 mathematics 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 utilizing evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

SPSA HIGHLIGHT

The key features for the 2020-2021 SPSA were:

ELA:

- The Rtl 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 and Lexia Core5 provided 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
- MAPS Accelerator 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 student's 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 and Lexia Core5 available for student use at school and home TK-6th grade
- MAPS Accelerator utilized in 4-6th 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 and Culture Survey for both teachers and students (5th-6th grade) was administered and reviewed by our site strategic academic planning team, School Site Council, and English Learner Advisory Committee. The Panorama surveys were also used to gather qualitative feedback from our various stakeholders. The 2020 Fall surveys focused on Student Supports and the Environment (Equity) which provided us feedback on Student Competency & Well-Being Measures (3rd-6th grade). Another survey was sent to all teachers and staff regarding Social-Emotional Learning which informed us about employee well-being and cultural awareness.

ELAC needs assessment survey was distributed to all parents of English Learners during both the September and the November 2020 ELAC meetings via zoom. Results of the surveys that were returned to the school were that most parents feel safe at school, they know who to contact with their specific needs, and feel welcomed at Lincoln. Parents expressed concerns with regards to students being in the distance learning environment and how they needed support with technology access (WiFi and utilization of technology platforms) as well as support with their child's completion of homework. 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. We also shared that ELPAC testing would still occur and students would come in person by appointment for the assessment.

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. This year due to being in the distance learning platform most of the school year the observations were completed virtually via zoom and as we transitioned to hybrid learning they were completed within both platforms.

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 2020, December 2020, and March of 2021. NWEA assessments were administered in grades 4-6th in the areas of Reading and Math in September 2020 and February of 2021. We did not administer the Language portion of the NWEA during the 2020-2021 school year. 1st grade administered the NWEA math assessment in May 2021. The Next Step Guided Reading assessment was administered to Kindergarten in November/December 2020 and May 2021. The Reading Inventory was administered to only ELs in 3-6th grades.

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)

All Lincoln teachers during the 2020-2021 school year met 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 administration supported teachers within the classroom and during grade level PLC to provide planning support and guidance. New teachers received support from Madera Induction Program as well as their site mentor.

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. Every Wednesday was deemed an asynchronous day (while in the distance learning platform) and as we transitioned to hybrid teachers were provided an additional (4) hours weekly.

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 while utilized online core curriculum (during the distance learning platform).

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/Breakout Rooms
- Academic Talk
- Arguing from evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Distance Learning Best Practices and Engagement strategies for online learning

Parental Engagement

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

All meetings were held via zoom this school year. Translation services were provided for parents to ensure all parents have access to involvement in school meetings. Parent Resource Center available for specific student/parent needs via phone.

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 via zoom. Parents also participated in town hall meetings and webinars regarding reopening and safe school measures.

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 within a distance learning platform the first three quarters of the 2020-21 school year and a hybrid model the last quarter due to COVID-19. We did not participate in state testing within the Smarter Balanced Assessment Consortium last school year and we will not participate this year as well. In lieu of state testing this year, Lincoln will continue to administer the NWEA assessment as means to measure students' achievement and progress.

With the full implementation of PBIS, we have seen a decrease in the number of suspensions as well as a decrease in the number of office referrals due to being in a distance and hybrid learning model. 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 continued to utilize referral rhino this year which provides us specific data in which we were able to create specific

social-emotional support systems with our school counselor, psychologist, and student advocate.

This year our library continued to receive 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 2020-21 school year, Lincoln focused on continuous improvement in providing a high-quality distance learning program. Staff focused on the priority standards through the utilization of our core instructional materials within the virtual setting. In addition, in response to the increase we saw in students receiving Ds and Fs within the distance learning platform, we focused on best practices for grading and engaged in a professional learning cycle to improve the quality of what the grades were measuring.

Staff focused on utilizing the district digital curriculum and ensured that students were working daily within Lexia Core5 (Tier2 Reading) and the MAPS Accelerator (Tier2 Math) to continue to make learning progress based on students' individual needs.

We also continued to utilize multiple data sources to meet the needs of each individual student as well as continuing to have students be part of setting attainable goals for themselves to continue to make academic progress through teacher-led goal setting with students.

Within the distance learning platform, we also saw the need to continue to support our English Learners through both integrated and designated ELD with a specific focus on engaging students in productive discussions with the use of academic language in context.

GREATEST NEEDS

At Lincoln, this year has been a very challenging year as we have had to completely redefine and overhaul the way that we operate as a school. Areas of struggle were attendance and engagement within the distance learning platform during this school year. We anticipate that this has created some additional gaps that may arise in our upcoming school year.

Our NWEA data for the 2020-21 school year reflects that overall our students in grades (3rd-6th) are not making the amount of growth as projected by their growth targets.

NWEA 2020-21 Fall 2020 Winter 2020 Spring 2021 (administered in May 2021)

Reading Math	Reading Math	Reading Math		
Above National Norm	32.5%	26.2%	29.3%	19.2%
Below National Norm	67.5%	73.8%	70.7%	80.8%

These results are significantly lower than last year, especially within mathematics. As illustrated below:

NWEA 2019-20 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%

Our 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

Subgroups:

Our Students with Disabilities scored significantly lower than our school-wide averages on the NWEA. (Winter 2020) Reading 20% Above National Norm 80% Below National Norm Math 11.1% Above National Norm 88.9% Below National Norm

Our English Learners scored significantly lower than our school-wide averages on the NWEA. (Winter 2020) Reading 3.8% Above National Norm 96.2% Below National Norm Math 7.4% Above National Norm 92.6% Below National Norm

Support will continue be provided to our SPED teachers within their professional development, as we have a new SPED teacher (4th-6th SDC) on 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

All students within Lincoln Elementary will continue to benefit from good first teaching. Classroom teachers will diagnose, prescribe, and implement interventions. As needed teachers will be supported with providing targeted tier 2 interventions within the classroom. Our efforts will be focused on improving first instruction as well as an intervention as this will be crucial as we work to mitigate learning loss. We will continue to build teacher capacity within lesson design and delivery, enhance collaboration amongst grade-level teams through PLCs.

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

- Utilize Path to Proficiency Professional Development Training Strategies
- 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 (RFEP)	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 Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 Grades	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 federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	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	2408.	2415.	2404.	13.74	10.53	13.68	26.72	35.96	21.37	34.35	30.70	32.48	25.19	22.81	32.48
Grade 4	2450.	2449.	2464.	16.22	17.32	13.93	27.03	22.83	31.97	22.52	28.35	28.69	34.23	31.50	25.41
Grade 5	2482.	2490.	2488.	12.50	12.63	16.91	32.03	31.58	30.15	25.78	28.42	22.79	29.69	27.37	30.15
Grade 6	2524.	2498.	2501.	14.84	5.65	7.37	28.91	37.90	30.53	35.94	27.42	31.58	20.31	29.03	30.53
All Grades	N/A	N/A	N/A	14.26	11.52	13.40	28.71	31.96	28.51	29.92	28.70	28.51	27.11	27.83	29.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% 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 Standard			% 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 Standard			% 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 Standard			% 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 Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 Grades	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 Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	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	2436.	2425.	2425.	14.62	9.65	17.80	39.23	39.47	29.66	30.00	30.70	27.12	16.15	20.18	25.42
Grade 4	2453.	2467.	2462.	8.11	12.60	11.48	32.43	29.92	25.41	32.43	36.22	40.16	27.03	21.26	22.95
Grade 5	2466.	2482.	2495.	6.25	9.47	12.50	19.53	22.11	25.00	25.00	32.63	29.41	49.22	35.79	33.09
Grade 6	2509.	2495.	2487.	17.32	8.00	7.29	14.96	20.80	21.88	38.58	34.40	32.29	29.13	36.80	38.54
All Grades	N/A	N/A	N/A	11.69	9.98	12.50	26.41	28.20	25.64	31.45	33.62	32.20	30.44	28.20	29.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% 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 Standard			% 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 Standard			% 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

English Language Arts


Orange

Mathematics

Orange

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Orange

Conclusions based on this data:

- 1.

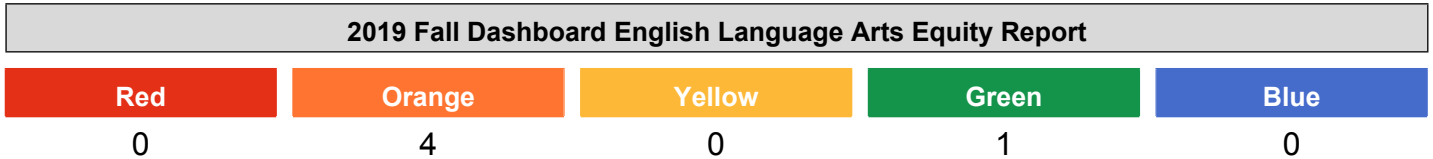
School and Student Performance Data

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.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 35.7 points above standard Increased Significantly ++20.3 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.2 points below standard Maintained -1.5 points 373	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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	Reclassified English Learners	English Only
86.4 points below standard Declined -10.4 points 60	10.1 points above standard Declined -7.4 points 56	15.6 points below standard Increased ++5.6 points 330

Conclusions based on this data:

- 1.

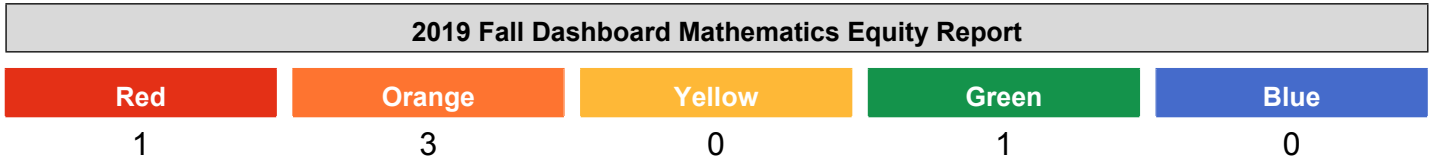
School and Student Performance Data

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.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 26.5 points above standard Increased Significantly ++10.5 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.8 points below standard Maintained -1.4 points 373	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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	Reclassified English Learners	English Only
82.9 points below standard Declined Significantly -19.6 points 60	12.9 points below standard Declined Significantly -15.2 points 56	27 points below standard Increased ++7.9 points 330

Conclusions based on this data:

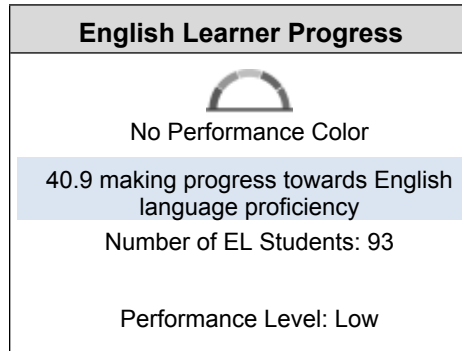
- 1.

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
22.5	36.5		40.8

Conclusions based on this data:

- 1.

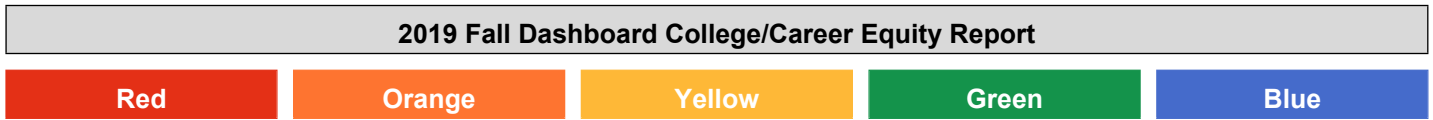
School and Student Performance Data

Academic Performance College/Career

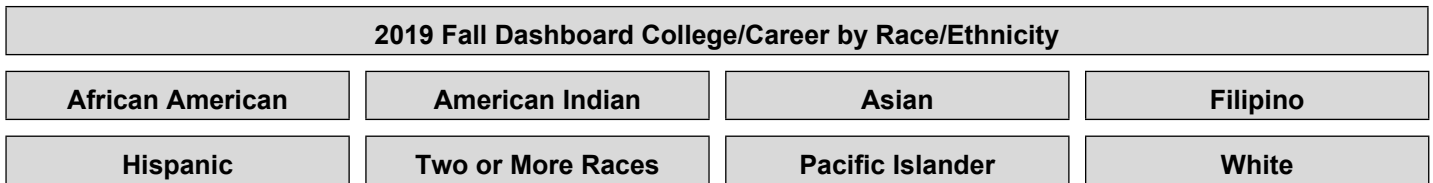
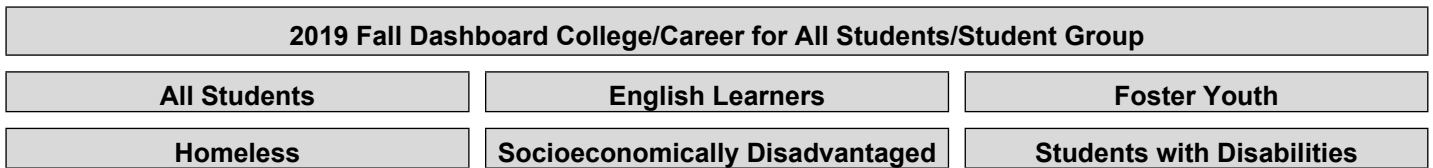
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

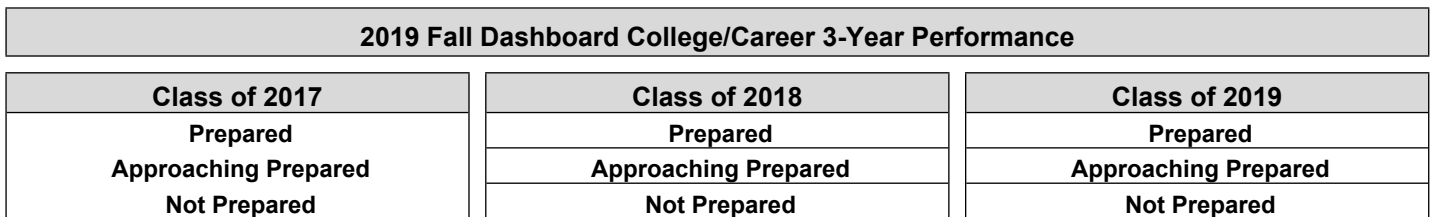
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

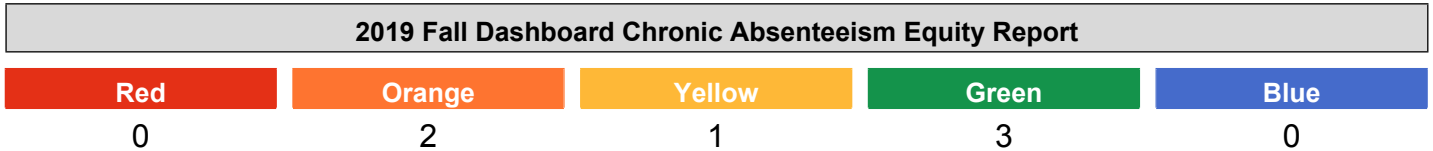
School and Student Performance Data

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.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

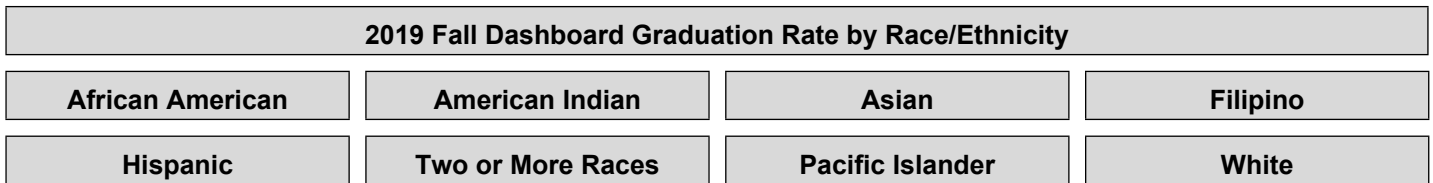
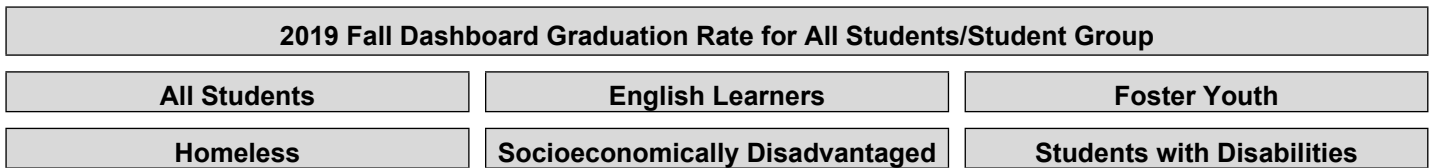
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

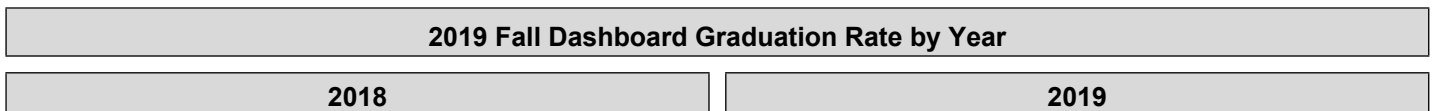
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

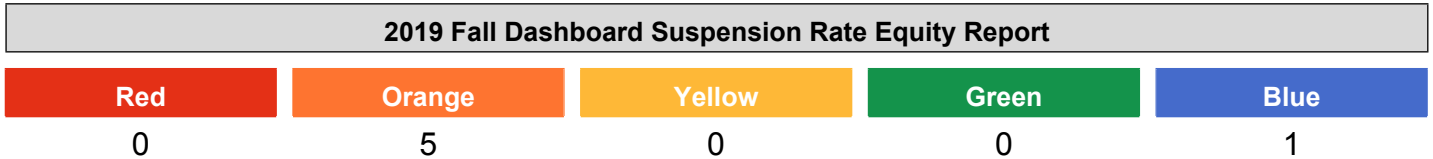
School and Student Performance Data

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.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 40	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased +0.9 715	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color Less than 11 Students - Data 2	 Orange 1.2 Increased +1.2 84

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

Due to the COVID-19 pandemic and school closure, SBAC testing was not administered in the 2020-2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in both Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 34.4% and 31.3% of students scoring above the national norm in reading and math respectively compared to 29.3% and 19.2% in the winter of 2021.

Lincoln's short term goal will be for students to begin to close these learning gaps created during the pandemic by exceeding their identified growth targets identified as measured by the NWEA in both reading and math.

When state testing, the SBAC resumes at the end of the 2021-22 school year we will continue with our pre-pandemic site goals as defined below.

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)	*2019 Distance from Level 3 (DF3) ELA -19.73 *2018 Distance from Level 3 (DF3) ELA -21.77 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Green): DF3:-15 2021-2022
Local Interim Assessment ELA (NWEA)	Winter 2020 34.4% to Winter 2021 29.3% above national norm 5.1% decrease	5.1% decrease NWEA Reading Student goal progress through Winter NWEA administration. Good Better Best 3 18.42% 18.42% 17.54% 4 15.25% 12.71% 6.78% 5 26.61% 22.58% 13.71% 6 22.12% 22.12% 12.39% Overall: 20.68% 18.98% 12.58% Students will continue to make progress towards set ELA goals.
Scholastic Next Step Guided Reading: K-2	Kindergarten 2021 Winter NSGR results 39.5% of students are at or above grade level 2020 Winter K-2 60.7% at or above grade level 2019 Spring K-2 67.2% at or above grade level	Kinder 50% of students at or above grade level 1st and 2nd grade did not administer NSGR
Scholastic Reading Inventory: 3rd to 6th	2020- 39% proficient or advanced 2019- 46% proficient or advanced	Only subgroup of ELs tested 2020-21 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math Distance from Level 3 (DF3)	*2019 Distance from Level 3 (DF3) Math -31.18 *2018 Distance from Level 3 (DF3) Math -32.27 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Green): DF3:-25 2021-2022
Local Interim Assessment Math (NWEA)	Winter 2020 31.3% Winter 2021 29.3% above national norm 2% decrease	2% decrease NWEA Math Student goal progress through Winter NWEA administration. Good Better Best 3 10.53% 4.39% 4.39% 4 6.78% 2.54% 2.54% 5 14.06% 1.56% 1.56% 6 19.47% 7.08% 7.08% Overall: 12.68% 3.81% 3.81% Students will continue to make progress towards set Math goals.
English Learner Progress (ELPAC)	Color 2019: Status: Orange 40.9% making progress towards English language proficiency	Color: (Projected 2022): Status: Yellow 51% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 13 students 2020-2021 = 10 students	2021-2022 = 12 students

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)
70,362.41	TSA 1100 (Title I)

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)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)
11,000	Travel & Conference 5200 (Title I)

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)
32,572.59	Instructional Supplies 4310 (Title I)
5,000	Duplicating/Print shop 5715 (CSI)
0	Instructional Supplies 4310 (Carryover)

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)

0

Source(s)

Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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 attended SSTs which allowed for a team approach to supporting students individual academic needs. Due to the full distance learning for 75% of the 2020-21 school year, it was difficult for the Rtl TSA to maximize her impact of Tier 3 instruction. This was due to connectivity issues as well as student attendance online. We saw a decline in student achievement following our Winter NWEA reading assessment and were not able to provide the consistent Tier 3 support due to all of the circumstances as named above this year. Therefore the effectiveness of our Tier 3 literacy intervention was not as effective as in past years.

Strategy/Activity 2: Teachers were paid extra time to attend monthly leadership/SAP and PBIS planning meetings. Teachers also were paid extra time to provide one to one support to students during Winter break. Teacher release and extra time were not provided at the level planned due to both instructional platforms (distance learning/hybrid) within the 2020-21 school year and the increase in COVID funds to support extra teacher preparation and planning. We were able to fund our Strategic Academic Planning team to attend the scheduled PLC conference in Madera (hybrid) in June of 2021. The effectiveness of this action was not as impactful as the previous years due to the pandemic.

Strategy/Activity 3: Purchased supplemental instructional supplies, books and reference materials. Additional classroom materials and books were purchased to replace classroom items that were not returned due to school closures and distance learning. Replaced damaged/lost guided reading

books and purchased individual math manipulatives for student use. Duplication/Print shop instructional materials were provided per grade level. These supplemental materials were imperative to supporting our students during distance learning as well as when we returned to in-person learning (hybrid).

Strategy/Activity 4: No Classified/Clerk extra time was utilized this year for translating and/or child care due to all meetings being held virtually.

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: Rtl Teacher on Special Assignment: 100% of budget expended.

Allocation:\$ 58,790.00 Estimated Actuals:\$ 58,790.00

*Difference: \$ 0

There was not a difference in how this action was funded and expended since it is a contracted TSA position.

Strategy/Activity 2: We spent approximately 65% of our allocated funds within this area.

Allocation:\$ 19,140.00 Estimated Actuals:\$ 12,498.13

*Difference: \$ 6,641.87

There is a slight difference as we were afforded COVID funding to support teacher preparation and planning therefore we did not utilize all of our teacher extra time allocation. The PLC conference fees were also less due to the conference being held (hybrid) and within Madera (utilizing high school campuses as facility for training).

Strategy/Activity 3: We spent approximately 72% of our allocated funds within this area.

Allocation:\$ 51,195.00 Estimated Actuals:\$ 37,105.03

*Difference: \$ 14,089.97

There is a slight difference as we were afforded COVID funding to purchased supplemental instructional supplies, books and reference materials. Additional classroom materials and books were purchased to replace classroom items that were not returned due to school closures and distance learning. We also replaced damaged/lost guided reading books and purchased individual math manipulatives for student use. Duplication/Print shop instructional materials were also provided per grade level as needed for distance and hybrid learning.

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

Allocation:\$ 0 Estimated Actuals:\$ 0

*Difference: \$ 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 on Special Assignment (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. This will be especially critical as we begin to attend to the individual educational needs as it relates to literacy in the coming year due to the pandemic.

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. We will also continue to allocate funds for travel and conference in order to attend professional development training. This will allow for time for lesson planning, data analysis, development of individual intervention plans/goal setting, and create common formative assessments to meet the needs of students. We did not allocate funds specific to substitute release time due to the increased collaboration time teachers have built within their duty day. As funds become available we will utilize funds within this area.

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 and core program.

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	2019-20 0.03% (partial school year due to school closures and COVID 19 pandemic)	Maintain 1.5% or less 2020-2021																
3rd-5th Grade Teacher-Student Relationships	<table border="0"> <tr> <td>Positive Feelings</td> <td>72%</td> </tr> <tr> <td>percent favorable</td> <td></td> </tr> <tr> <td>Self-Management</td> <td>67%</td> </tr> <tr> <td>percent favorable</td> <td></td> </tr> <tr> <td>Challenging Feelings</td> <td>50%</td> </tr> <tr> <td>percent favorable</td> <td></td> </tr> <tr> <td>Emotion Regulation</td> <td>49%</td> </tr> <tr> <td>percent favorable</td> <td></td> </tr> </table> <p>Teacher-Student Relationships 75% percent favorable</p>	Positive Feelings	72%	percent favorable		Self-Management	67%	percent favorable		Challenging Feelings	50%	percent favorable		Emotion Regulation	49%	percent favorable		Increase percent favorable by 5% within each category
Positive Feelings	72%																	
percent favorable																		
Self-Management	67%																	
percent favorable																		
Challenging Feelings	50%																	
percent favorable																		
Emotion Regulation	49%																	
percent favorable																		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Grade Student Competency & Well-Being Measures Survey	Positive Feelings percent favorable	76%
	Self-Management percent favorable	70%
	Challenging Feelings percent favorable	56%
	Emotion Regulation percent favorable	48%
	Teacher-Student Relationships 80% percent favorable	
	Cultural Awareness and Action 60% percent favorable	

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/Community Building Circles
- 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)

0

Source(s)

Travel & Conference 5200 (Title I)

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.

Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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)

0

Source(s)

Outside Contracted Services 5800 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Goal 2 Strategy/Activity 1

Name of Activity:

Travel and Conference (5200)

Strategy/Activity 1: We were able to attend the district funded PBIS training with Dr. Hannigan during the 2020-21 school year.

Goal 2 Strategy/Activity 2

Name of Activity:

Outside Contractor (5800)

Strategy/Activity 2:

We did not contract with any outside vendors this year due to the pandemic.

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: See goal 1, Strategy/Activity 2

Strategy/Activity 2: We did not purchase any supplemental materials related to PBIS this year.

Purchase supplemental materials:

Allocation:\$ 0 Estimated Actuals:\$ 0

*Difference: \$ 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.

Goal 2 Strategy/Activity 1

Name of Activity: PBIS Training and implementation

Strategy/Activity 1:

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 and continue to refine implementation of PBIS.

As need/funds become available.

Goal 2 Strategy/Activity 2

Name of Activity: Purchase Supplemental Materials/Outside Contracted Services (5800)

Strategy/Activity 2:

As need/funds become available.

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 2019-2020	20 2021-2022
Back-to-school Attendance	2021- Held virtually due to COVID-19 shutdown 2019-2020	TBD 2021-2022
Active Parent Portal Users	635 2019-2020	650 2021-2022
SSC	2020-21 Total attendance: 56 (not including May 2021 meeting) All meetings held via zoom	60 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-2020	
ELAC	2020-21 Total attendance: 31 All meetings held via zoom 2019-2020	40 2021-2022

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)

500

Certificated Extra Time 1190 (Parent Ed)

265

Clerk/Office Extra time 2490 (Parent Ed)

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)
2000.00	Supplies 4300 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Goal 3 Strategy/Activity 1

Name of Activity:

Certificated Extra Time (1190)

Clerk/Office Extra Time (2490)

Strategy/Activity 1: We provided translation during our ELAC meetings via zoom due to the pandemic, we utilized our certificated extra time funds to allow for a teacher to be part of the meeting facilitation. We also used funds for classified extra time for translation of documents and/or meeting translation so that the information is sent home in parents' primary language. This was very effective as it allowed for access to the information shared for all parents.

Goal 3 Strategy/Activity 2

Name of Activity:

Supplies (4300)

Strategy/Activity 2: Purchased supplemental instructional supplies to send home with families due to pandemic and the need for items to be sent home for individual instructional access.

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

Provide teacher/classified release time and extra time: We did not expend these funds.

Allocation:\$ 1,564.00 Estimated Actuals:\$ 92.50 (timesheets still pending)

*Difference: \$ 1,471.50

We did not expend all funds as we met via online (Zoom) for ELAC meetings. We also were able to utilize district COVID-19 funds to pay for extra time for translation of documents/meetings.

Strategy/Activity 2: We expended 26% of our allocated funds within this area.

Purchase supplemental instructional supplies, books, and reference materials, and

Duplication/Printshop:

Allocation:\$644.00 Estimated Actuals:\$ 166.64

*Difference: \$ 477.36

Due to the district receiving COVID-19 funding we did not utilize all our parent supply funds as we were able to purchase take home items for students and families with the district COVID funding.

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

Goal 3 Strategy/Activity 1

Name of Activity: Provide teacher/classified release time and extra time.

Strategy/Activity 1:

We will continue to use the allocated funds to:

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

Goal 3 Strategy/Activity 2

Name of Activity: Purchase supplemental instructional supplies, books, and reference materials and duplication/printshop

Strategy/Activity 2: We will continue to utilize the allocated funds to:

- 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.

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 2019-2020	1.7 hours 2021-2022
Google API (per device usage data)	35.5% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	60% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022

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	Comp. Hardware/Software Maintenance & License 5885 (Title I)
2,000	Comp. Hardware under \$500 4385 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Goal 4 Strategy/Activity 1
 Name of Activity:
 Comp. Hardware/Software Maintenance & License (5885)
 Comp. Hardware under \$500 (4385)
 Strategy/Activity 1:
 We utilized funds to purchase Brain Pop school wide and Study.com for our 5th grade teachers to utilize during Distance Learning (online). We also purchased replacement printers for classrooms (as needed).

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

Goal 4 Strategy/Activity 1
 Name of Activity:
 Strategy/Activity 1:
 Comp. Hardware/Software Maintenance & License (5885)
 Comp. Hardware under \$500 (4385)

Provided program license for MyOn. Computer Hardware/Software Maintenance & License budget.
Allocation:\$ 11,665.00 Estimated Actuals: \$ 7,055.29
*Difference: \$ 4,609.71

We originally purchased a program license for MyOn for our school site for the 2020-21 school year. The district then decided to move forward with purchasing MyOn for all the elementary sites so we received a reimbursement in the amount of (\$6,426.00). We utilized funds to purchase Brain Pop school wide and Study.com for our 5th grade teachers to utilize during Distance Learning (online). We also purchased replacement printers for classrooms (as needed).

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

Goal 4 Strategy/Activity 1

Name of Activity:

Comp. Hardware/Software Maintenance & License (5885)

Comp. Hardware under \$500 (4385)

Strategy/Activity 1:

We will continue to utilize these funds to 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.

- 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.

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)
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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	\$133,700
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,700.00

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 1190 (Parent Ed)	\$500.00
Certificated Extra Time 1190 (Title I)	\$0.00
Certificated Subs 1125 (Title I)	\$0.00
Clerk/Office Extra time 2490 (Parent Ed)	\$265.00
Comp. Hardware under \$500 4385 (Title I)	\$2,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$10,000.00
Duplicating/Print shop 5715 (CSI)	\$5,000.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$32,572.59
Other classified 2990 (Title I)	\$0.00
Outside Contracted Services 5800 (Title I)	\$0.00
Outside Contracted Services 5800 (Title I)	\$0.00
Supplies 4300 (Parent Ed)	\$2,000.00

Travel & Conference 5200 (Title I)	\$11,000.00
TSA 1100 (Title I)	\$70,362.41

Subtotal of state or local funds included for this school: \$133,700.00

Total of federal, state, and/or local funds for this school: \$133,700.00

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
- 3 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
Minerva Sylvester	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
Marcie Osier	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	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 May 26, 2021.

Attested:

Principal, Nicole Guerriero on May 26, 2021
SSC Chairperson, Jeff Howery on May 26, 2021

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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 1190 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		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 1190 (Parent Ed) Total Expenditures: \$500.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$0.00

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.

Certificated Extra Time 1190 (Title I) Total Expenditures: \$0.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$0.00

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.

Certificated Subs 1125 (Title I) Total Expenditures: \$0.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Funding Source: Clerk/Office Extra time 2490 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$265.00		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

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: \$265.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: \$0.00

Lincoln Elementary School

Funding Source: Comp. Hardware under \$500 4385 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		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.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$2,000.00

Comp. Hardware under \$500 4385 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$10,000.00		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.

Lincoln Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$10,000.00
 Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop. <ul style="list-style-type: none"> •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/Print shop 5715 (CSI) Total Expenditures: \$5,000.00

Duplicating/Print shop 5715 (CSI) Allocation Balance: \$0.00

Lincoln Elementary School

Funding Source: Instructional Supplies 4310 (Carryover)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.</p> <ul style="list-style-type: none"> •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 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$32,572.59

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 4310 (Title I) Total Expenditures: \$32,572.59

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Other classified 2990 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		(Classified/Clerk Extra-Time) -Translating and Child care
Site Title I Funds: As funds become available				

Lincoln Elementary School

Other classified 2990 (Title I) Total Expenditures: \$0.00

Other classified 2990 (Title I) Allocation Balance: \$0.00

Funding Source: Outside Contracted Services 5800 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Purchase supplemental materials:</p> <ul style="list-style-type: none"> •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. <p>Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.</p> <p>Cost: As funds become available</p>

Outside Contracted Services 5800 (Title I) Total Expenditures: \$0.00

Outside Contracted Services 5800 (Title I) Allocation Balance: \$0.00

Lincoln Elementary School

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: <ul style="list-style-type: none"> • 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.

Supplies 4300 (Parent Ed) Total Expenditures: \$2,000.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		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: <ul style="list-style-type: none"> -Second Step -Restorative Justice/Community Building Circles -Character Counts -Positive Behavior Support
				Cost: As funds become available

Lincoln Elementary School

\$11,000.00

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.

Travel & Conference 5200 (Title I) Total Expenditures: \$11,000.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$70,362.41

- 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

TSA 1100 (Title I) Total Expenditures: \$70,362.41

TSA 1100 (Title I) Allocation Balance: \$0.00

Lincoln Elementary School Total Expenditures: \$133,700.00