

# 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 Acres Elementary School	37-68221-6038798	December 1, 2021	December 14, 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.

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 4
  - Data Analysis ..... 4
  - Surveys ..... 4
  - Classroom Observations ..... 4
  - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement ..... 11
- Resource Inequities ..... 12
- School and Student Performance Data ..... 13
  - Student Enrollment..... 13
  - Diagnostic Results - Math ..... 15
  - Diagnostic Results - Reading ..... 18
  - EL Diagnostic Results - Math ..... 21
  - EL Diagnostic Results - Reading ..... 23
  - Special Education Diagnostic Results - Math ..... 25
  - Special Education Diagnostic Results - Reading ..... 27
  - Disclaimer ..... 29
  - CAASPP Results..... 30
  - ELPAC Results ..... 35
  - Student Population ..... 39
  - Overall Performance ..... 41
  - Academic Performance ..... 42
  - Academic Engagement ..... 48
  - Conditions & Climate..... 51
- Goals, Strategies, & Proposed Expenditures..... 53
  - Goal 1 ..... 53
  - Goal 2 ..... 60
  - Goal 3..... 67
  - Goal 4..... 75
  - Goal 5..... 80
- Centralized Services for Planned Improvements in Student Performance ..... 82
  - Goal 1 ..... 82
  - Goal 2..... 83
  - Goal 3..... 84

Goal 4.....85

Goal 5.....86

Budget Summary .....87

    Budget Summary .....87

    Other Federal, State, and Local Funds .....87

Budgeted Funds and Expenditures in this Plan .....88

    Funds Budgeted to the School by Funding Source.....88

    Expenditures by Funding Source .....88

    Expenditures by Budget Reference .....88

    Expenditures by Budget Reference and Funding Source .....88

    Expenditures by Goal .....88

School Site Council Membership .....90

Recommendations and Assurances .....91

Instructions.....92

    Instructions: Linked Table of Contents.....92

    Purpose and Description.....93

    Stakeholder Involvement.....93

    Resource Inequities .....93

Goals, Strategies, Expenditures, & Annual Review .....94

    Annual Review .....95

    Budget Summary .....96

    Appendix A: Plan Requirements .....98

    Appendix B:.....101

    Appendix C: Select State and Federal Programs .....103

# 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).

Lincoln Acres uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. The District also collects data from staff and parents to measure school climate, student engagement and family engagement and shares that data with all stakeholders. Lincoln Acres uses this data to analyze trends and to make informed decisions regarding school policy

## Classroom Observations

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

At all schools in the National School District, the expectation is for principals to visit classrooms three to four times a week. In addition, each school has two visits from executive cabinet each year. During the cabinet visits, evidence of district initiatives is observed and feedback to staff and the principal is provided.

## 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)

As a regular practice, Lincoln Acres uses CAASPP assessment results to evaluate the yearly program. However, due to the coronavirus pandemic, we used the norm-referenced assessment iReady to collect data on student progress since the CAASPP was suspended in the 2020-2021 school year. In addition to iReady, teachers meet in Data Teams monthly to monitor student progress using formative assessments in math and ELA. Diagnostic and summative data from SchoolPace and Panorama are also being collected by the site administrator thus allowing a longitudinal analysis of results per grade level.

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

Lincoln Acres implements MTSS and uses data to inform our instruction to best meet student needs. In addition to our required formative and summative assessments, we rely on the reports yielded by our instructional software systems in place in order to gather multiple sources of data about student achievement.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy, grammar and vocabulary gains. Each site in the National School District has unlimited licenses. All English Learner students in grades K-2 will use Imagine Learning as well as targeted Long Term English Language Learners in grades 3-6.

iReady- iReady diagnostic assessments and instructional online platform allow us to monitor students' reading and math strengths, needs and progress over time. It also provides reports that teachers can provide to parents in order to effectively communicate achievement levels.

SchoolPace - diagnostic assessments on students' reading ability are given at the beginning, middle and end of year to track student growth in reading over the course of the year. Data on student engagement with reading is also tracked.

Panorama- Panorama allows teachers and the site administrator to pull reports on a variety of data points to analyze student achievement and school-wide trends. This data informs instruction to ensure that students are making progress toward meeting or exceeding standards.

UCI Math Units - Post- Assessments provide on-going monitoring of student proficiency in the Math CCSS.

Data for sub-groups of students (LTELs, ELs, SWDs) are analyzed to ensure students in those groups are on track for meeting performance goals. That data is used to inform modifications to instruction and/or curriculum for those sub-groups.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

All teachers at Lincoln Acres are highly-qualified teachers based on the Every Student Succeeds Act (ESSA) requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development in the Multi-Tiered System of Support (MTSS) to provide targeted intervention in academics, behavior and social/emotional needs. All teachers will also receive continued professional development in Designated ELD.

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

On-going coaching and staff development is provided to support teachers in implementing best practices across the curriculum. This training includes support in how to use Panorama, a learning management system, to support student achievement in all areas. In addition, during the 2021-2022 school year, we will continue to provide professional development for teachers in math, ELA, and ELD.

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

As a goal for continuous improvement of lesson delivery, Lincoln Acres teachers will work together in and across grade level teams using collective inquiry to guide instruction. The district's resource teachers facilitate these experiences and also provide professional development and coaching for teachers.

New teachers participate in the virtual BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first years of teaching.

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

One day per week, students are released early. Ten of those days are designated for teacher collaboration. Grade level teams determine the content for the collaboration meetings and share the topics with the principal.

In addition, all schools in the National School District participate in Data Team meetings. Teachers are released for up to two and a half hours a month for the purpose of increasing student achievement by analyzing student data, monitoring student progress, and developing action plans to meet student needs.

# Teaching and Learning

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

### English Language Development -

Designated English Language Development: All English learners participate in English Language Development (ELD) five days per week. Student groups are organized based on English language levels as designated by the state ELPAC assessment and formative assessments of language. Teachers work on developing the oral and written language of students at all levels of English proficiency. They provide in class Designated ELD (D-ELD) that is designed to support students in accessing the core curriculum. D-ELD is differentiated for the three levels of English proficiency. Teachers focus on incorporating academic conversations as tools to ensure students are doing the majority of the “speaking” during Designated ELD and in the content areas. All Emerging and Expanding level EL students in grades K-6 and targeted Long Term English Learners in grades 3-6 utilize the Imagine Learning software on a regular basis to increase their language and literacy skills.

Integrated English Language Development - During the 2021-2022 school year, Lincoln Acres teachers will increase their understanding of Integrated ELD and incorporate specific instructional practices to support ELs across the curriculum. We will use the English Language Arts (ELA)/English Language Development (ELD) Framework as a guide to this work along with training and coaching provided by the site LAS and district resource teachers. During data teams, teachers will plan lessons which incorporate the recommendations from the ELA /ELD framework.

Language Arts- All teachers utilize The Common Core State Standards (CCSS) and the district resources as their guide to plan instruction during our language arts block. English language arts materials selected from a variety of resources are utilized to support the CCSS. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to guided reading, students have access to electronic individualized reading practice/instruction through iReady and have access to the online libraries ARC Bookshelf, EPIC Books! and myON. Teachers at Lincoln Acres utilize these programs very effectively in order to motivate students to read at their level on a daily basis. Additionally, SIPPS and ARC Foundational Skills units are utilized for K-2 students to develop foundational skills in reading as well as for students in the upper grades that are in need of phonics instruction. Grade level text is used to support fluency and comprehension in all grade levels.

Mathematics- During the 2021-2022 school year, National School District will continue to use our district adopted program, “Go Math” and the UCI Math Units. All students in grades K-6 receive daily mathematics instruction. Rigorous units have been adopted and will support students in mastering the grade level standards. Just as in other areas of the curriculum, teachers differentiate their instruction based on the formative assessments they gather while checking for understanding throughout a lesson and at the conclusion of a lesson. Teachers will receive on-going professional development in math content and pedagogy to support students' abilities in mathematical reasoning, computational fluency, and academic discussions in math. Using data from formative and summative assessments, teachers incorporate targeted learning activities matched to student need. Online math programs are also accessed by students to develop their proficiency with the math standards.

Writing- Designated Writing: All students in grades K-6 are instructed daily in writing. Teachers select from a variety of resources aligned to grade level standards to plan their instruction. Emphasis in writing focuses on expository, narrative and opinion/argumentative as called for in the CCSS. In addition, writing across the curriculum is implemented where students utilize higher-order critical thinking skills by sharing their thinking via writing. Teachers incorporate math and science journals to support writing across the content areas.



Physical Education- All students at Lincoln Acres School participate in daily physical activity with a minimum of 200 minutes of physical education every 10 days. Moderate to vigorous physical activity (MVPA) is emphasized through classroom and enrichment release time.

Enrichment Instruction-All students receive Enrichment Instruction once a monthly for a total of two and a half hours. Enrichment instruction is provided by credentialed teachers and focuses on Physical Education, Art, Theater and Music.

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

English Language Arts: 60 minutes daily

Writing: 60 minutes daily

Mathematics: 75 minutes daily

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science are incorporated during language arts. In addition, there is time scheduled weekly for hands-on and inquiry-based projects

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

Units in math and ELA supply a framework for lesson pacing. All ELA and Math units vary in length, and allow for teachers to adapt the pace based on student progress.

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

All schools are part of the Williams settlement which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. All materials are aligned to the CCSS including intervention materials to ensure that all students are working towards mastery of the standards.

## **Opportunity and Equal Educational Access**

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

A Language Arts Specialist (LAS) works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Development. Resource and Special Day classes are available for students with special needs.

## Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for instruction in all content areas along with a focus on English Learner support. Additionally, teachers are provided two and a half hours of time each month to collaborate with their grade level partners creating lesson plans that adhere to best practices. In the 2021-2022 school year, teachers at Lincoln Acres will engage in professional development and coaching in MTSS, ELA, ELD and math.

## Parental Engagement

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

Lincoln Acres parents have access to teachers, the principal, and Language Arts Specialist to support student achievement. Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2021-2022. National School District's Family Resource Center provides Lincoln Acres parents with agency contacts for crisis needs, as well as parent engagement classes. Lincoln Acres PTA sponsors numerous parent and family activities throughout the year. Additionally, Lincoln Acres uses Title I funding to provide parenting classes specifically targeted to helping parents understand the academic and emotional needs of their children.

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)

The positive effects of parent involvement on children, families, and school when parents feel like they are a part of the educational community is outlined in Lincoln Acres' plan. We acknowledge that our parents are valuable stakeholders. Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council/English Language Advisory Committee meetings, Parent and Teacher Association (PTA) and award assemblies are a few ways in which we engage our parents. Additionally, we hold focus groups with our parents to find ways to improve our school.

## Funding

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

Language Arts Specialist, Counselor(s), impact teachers, and professional development are funded through the SPSA. Other services include software programs and instructional materials.

## Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

# 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

Input for the SPSA involves a variety of stakeholders including families and the school staff. Many of the meetings happen around the same dates so all stakeholders contribute to the SPSA somewhat concurrently. The principal summarizes the input received from each meeting and shares that information at subsequent meetings to insure all parties are kept updated and are able to provide meaningful contributions to inform revisions of the SPSA. The first step in the process is sharing the iReady assessment data from the first diagnostic in reading and math with the staff and families. For the 2021-2022 school year, this step was done with staff at three staff meetings on July 21, 2021, September 8, 2021 and October 26, 2021. Staff analyzed assessment data and provided input on strengths, areas of need, and steps for improvement. The Site Leadership Committee further analyzed staff input to make recommendations for professional development.

Families were consulted at our Title 1 Meeting on August 4, 2021. At that meeting the assessment data was shared and families were asked what they noticed about the data. They brainstormed ideas to strengthen student achievement. In addition, our SSC had more intensive discussions around the data including looking more closely at subgroups of students to conduct a needs assessment and to consult on ways to improve student achievement. The SSC meetings took place on October 6, 2021 and November 17, 2021. Finally, the ELAC conducted a need assessment and provided input to the SPSA on November 18, 2021.

Input from all of these meetings informed the development of the SPSA and the allocation of funds. The principal presented a draft of the SPSA to the SSC who reviewed and approved it in on December 1, 2021. Collecting input from all of these stakeholders was important in informing our SPSA. Each stakeholder has different perspectives and ideas on ways to improve student achievement. Without the diversity of these viewpoints, the SPSA would not represent the full community of Lincoln Acres nor be the best plan for our students.

Families and community members were provided the following opportunities to be involved in the SPSA process. They include:

- \* School Site Council (SSC) meetings - 10/06/21 and 11/17/21
- \* Title 1 Community Meetings - 08/04/21
- \* ELAC - 11/18/21

Staff were provided the following opportunities for input into the SPSA:

- \* Staff Meetings -07/21/21, 09/08/21 and 10/26/21
- \* Site Leadership Meeting - 11/01/21

# Resource Inequities

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

Resource inequities are currently being addressed based on our needs assessment. Our needs assessment revealed we lacked resources to support our student population in literacy and math specifically in the areas of vocabulary, text comprehension, numbers and operations, and algebra and algebraic thinking. To ensure our students increase their proficiency in these areas, we are dedicating resources in the 2021-2022 budget for this purpose. One of the major inequities our student population faces is the amount of vocabulary, literacy skills and critical thinking necessary to engage in technical areas. This inequity poses a disadvantage to our students, as they lack the experiences and vocabulary that students in higher socio-economic status are afforded. To close the achievement gap, we need to redesign Lincoln Acres to include these opportunities by building a language, literacy and math program that is comprehensive and effective in building the background knowledge, literacy skills, vocabulary and critical thinking skills necessary to compete with all students.

1. Funds were allocated for a Language Arts Specialist (LAS) and Impact Teachers to provide intervention to Tier 2 and 3 students in reading and math. In 2020-2021, we allocated more to staff for reading interventions than math interventions. This created an inequity in support for students who require intervention in that area. We have since hired two Impact Teachers who work with Tier 2 and 3 students in math and reading creating more balanced support in both areas.
2. We noted that we did not have adequate resources nor the training to support our English learners in Designated ELD. Due to this resource inequity, we have acquired materials for Designated ELD for each classroom and also provided professional development to teachers in the area of D-ELD.
3. The opportunities for special education students to mainstream increased in 2020-2021, but we continue look for ways to implement more opportunities for inclusion. At times, general education classes were at capacity which did not allow for SDC students to be mainstreamed. This situation created an access inequity for our special education students. This year we capped the class sizes to allow for all special education students to be mainstreamed in general education classrooms.
4. Our students demonstrate less proficiency in math than in ELA and did not make any growth in Math on the CAASPP between 2017-18 and 2018-19 (we do not have data from 2019-20 or 2020-21 due to the Covid-19 pandemic). In order to address this inequity and increase student achievement in math, we are allocating funds for teachers to have extra time to collaborate, analyze student data and plan based on identified needs including for the needs of subgroups (LTEL, EL, SWD).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.09%	1.31%	0.6%	6	7	3
Asian	1.99%	2.63%	2.6%	11	14	14
Filipino	3.08%	3.94%	4.9%	17	21	26
Hispanic/Latino	89.67%	87.8%	87.4%	495	468	466
Pacific Islander	0.18%	0%	%	1	0	
White	2.17%	2.44%	2.8%	12	13	15
Multiple/No Response	%	0.56%	1.7%		7	9
<b>Total Enrollment</b>				552	533	533

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	83	63	74
Grade 1	67	85	71
Grade 2	79	63	87
Grade 3	85	79	61
Grade 4	72	81	75
Grade 5	83	80	81
Grade 6	83	82	84
<b>Total Enrollment</b>	552	533	533

### Conclusions based on this data:

1. Total enrollment at Lincoln Acres dropped by 20 students between 2018-19 and 2019-20. It remained consistent in 2019-20 and 2020-21.
2. Hispanic/Latino remains our largest subgroup.
3. Kindergarten had a drop in enrollment in 2020-21 compared to 2019-20. All other cohorts remained about the same over the three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	296	269	244	53.6%	50.5%	45.8%
Fluent English Proficient (FEP)	67	81	61	12.1%	15.2%	11.4%
Reclassified Fluent English Proficient (RFEP)	35	45	9	11.4%	15.2%	3.3%

### Conclusions based on this data:

1. There has been a decrease in EL student enrollment over the last three years. 45.8% of all students are English Learners.
2. There was an increase in FEP students between 2018-19 to 2019-20. However, in 2020-21 there was a decrease in FEP students from 15% to 11%.
3. The number of RFEP students increased from 2018-19 to 2019-20. Due to the pandemic and subsequent school closure, there was a large decrease in RFEP in 2020-21.

# School and Student Performance Data

## Diagnostic Results - Math

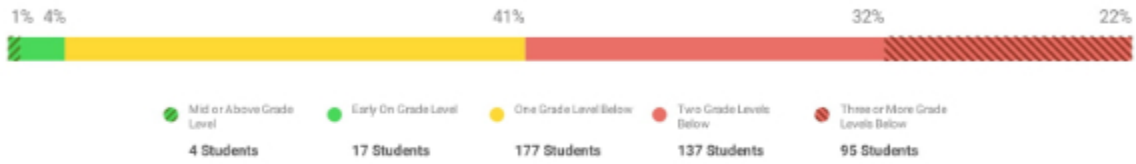
### Diagnostic Results



School: Lincoln Acres Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 430/490



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		2%	2%	95%	0%	0%	43/53
Grade 1		0%	0%	55%	45%	0%	60/68
Grade 2		2%	2%	38%	59%	0%	56/67
Grade 3		1%	3%	35%	46%	15%	72/79
Grade 4		0%	6%	25%	23%	46%	52/64
Grade 5		1%	4%	24%	28%	43%	68/71

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 1/2

# Diagnostic Results



School: Lincoln Acres Elementary  
Subject: Math  
Academic Year: 2021 - 2022  
Diagnostic: Diagnostic 1  
Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		0%	9%	35%	16%	39%	79/88

## Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 2/2

### Conclusions based on this data:

1. Student data on iReady at the beginning of the 2021-22 school year show a very low percent of students proficient in math. Overall, only 5% of students are in Tier 1.
2. 1st grade data indicate that all students scored at least 1 year below grade level in math on this diagnostic.



3. 5th and 6th grade had the highest percentages of students 2 or more grade levels below in math.

# School and Student Performance Data

## Diagnostic Results - Reading

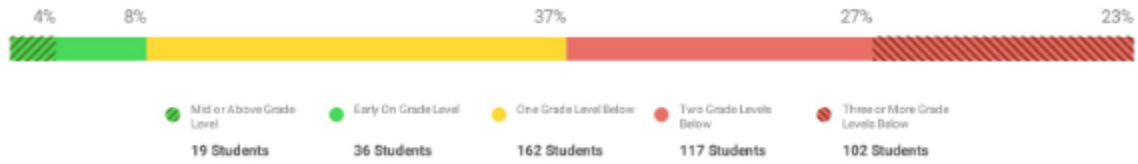
### Diagnostic Results



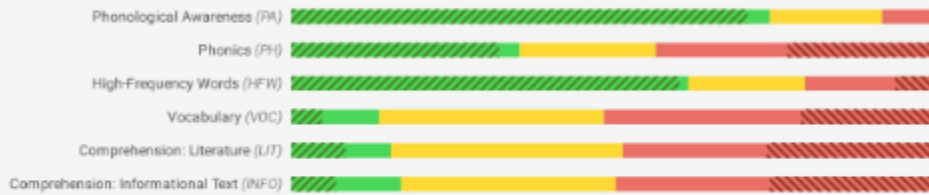
School: Lincoln Acres Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 436/490



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		2%	14%	84%	0%	0%	43/53
Grade 1		0%	0%	75%	25%	0%	60/68
Grade 2		0%	11%	27%	63%	0%	56/67
Grade 3		7%	11%	22%	34%	26%	73/79
Grade 4		9%	7%	29%	14%	41%	58/64

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 1/2

# Diagnostic Results



School: Lincoln Acres Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		0%	4%	19%	33%	43%	67/71
Grade 6		10%	11%	25%	15%	38%	79/88

**Curriculum Associates**

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 2/2

**Conclusions based on this data:**

1. Students performed better in reading than in math on the first iReady diagnostic for 2021-22 school year.
2. 12% of students scored in Tier 1.

3. 3rd, 4th and 6th grade have the highest percentage of students in Tier 1 in reading.

# School and Student Performance Data

## EL Diagnostic Results - Math

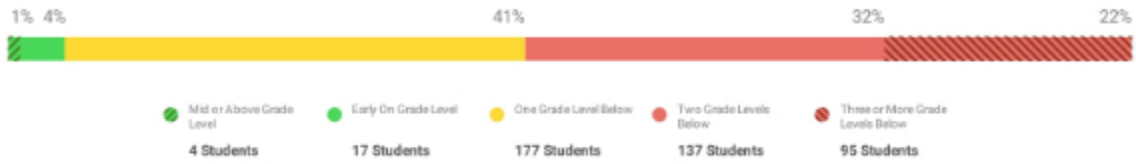
### Diagnostic Results



School: Lincoln Acres Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 430/490



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		0%	1%	36%	35%	28%	233/255
No - English Learner		2%	7%	48%	28%	15%	197/235

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 1/1

**Conclusions based on this data:**

1. English learners are scoring lower than their English only peers.
2. 63% of English learners are 2 or more years below grade level in math.
3. 1% of English learners are proficient in grade level math compared to 9% of non-English learners.

# School and Student Performance Data

## EL Diagnostic Results - Reading

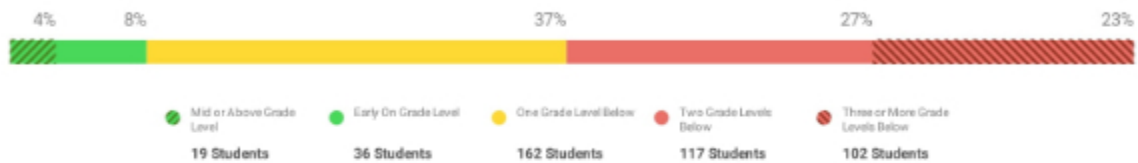
### Diagnostic Results



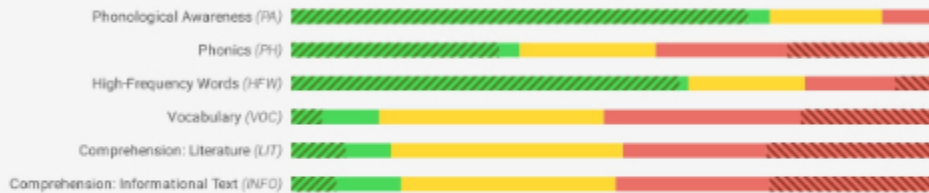
School: Lincoln Acres Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 436/490



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		0%	6%	31%	33%	30%	233/255
No - English Learner		9%	11%	44%	20%	16%	203/235

**Conclusions based on this data:**

1. 6% of English learners are reading at grade level compared to 20% of non-English learners.
2. 66% of English learners are 2 or more grade levels below in reading.
3. There is a need to provide targeted intervention for our English learners so they perform at the same level as their non-English learner peers.



# School and Student Performance Data

## Special Education Diagnostic Results - Math

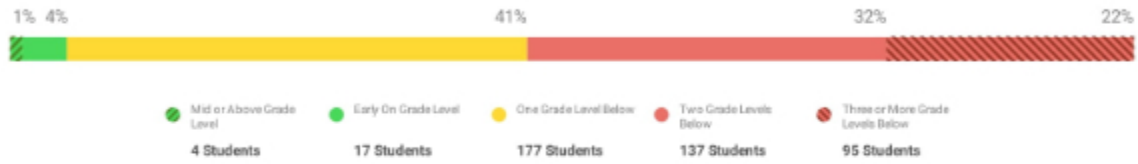
### Diagnostic Results



School: Lincoln Acres Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 430/490



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		0%	1%	20%	39%	40%	75/101
No - Special Education		1%	5%	46%	30%	18%	355/389

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 1/1

**Conclusions based on this data:**

1. Special education students make up a small percentage of the total population of students at Lincoln Acres.
2. On the first iReady diagnostic, 1% of special education students were scoring at grade level in math.
3. There is a significant percent of special education students that are two or more grade levels below in math. 79% of those students need explicit and targeted intervention to increase their achievement in math.

# School and Student Performance Data

## Special Education Diagnostic Results - Reading

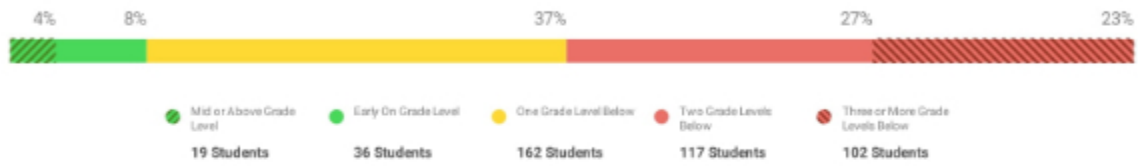
### Diagnostic Results



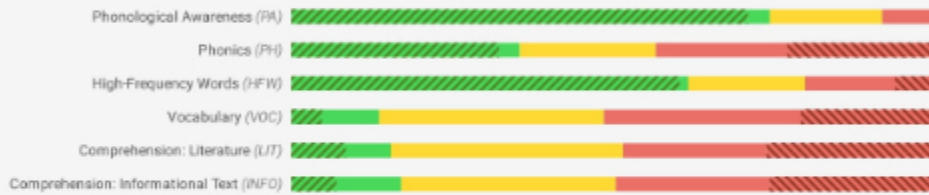
School: Lincoln Acres Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 436/490



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		1%	3%	19%	28%	49%	75/101
No - Special Education		5%	9%	41%	27%	18%	361/389

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/21/21 | Page: 1/1

**Conclusions based on this data:**

1. 4% of special education students are reading at early, mid or above grade level.
2. 14% of students not in special education are reading at early, mid or above grade level.
3. 77% of special education students are reading 2 or more grade levels below their actual grade level.

## **Disclaimer**

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	78	62	67	76	0	67	76	0	97.1	97.4	0.0
Grade 4	74	71	72	74	70	0	74	70	0	100	98.6	0.0
Grade 5	82	82	85	82	82	0	82	82	0	100	100	0.0
Grade 6	85	83	81	84	82	0	84	82	0	98.8	98.8	0.0
All Grades	310	314	300	307	310	0	307	310	0	99	98.7	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2418.	2433.		14.93	27.63		29.85	25.00		31.34	25.00		23.88	22.37	
Grade 4	2408.	2425.		9.46	10.00		13.51	21.43		24.32	21.43		52.70	47.14	
Grade 5	2458.	2444.		7.32	4.88		29.27	20.73		21.95	20.73		41.46	53.66	
Grade 6	2502.	2519.		9.52	13.41		28.57	34.15		32.14	26.83		29.76	25.61	
All Grades	N/A	N/A	N/A	10.10	13.87		25.41	25.48		27.36	23.55		37.13	37.10	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.94	26.32		59.70	46.05		28.36	27.63	
Grade 4	8.11	8.57		48.65	48.57		43.24	42.86	
Grade 5	13.41	6.10		51.22	43.90		35.37	50.00	
Grade 6	8.33	20.73		51.19	42.68		40.48	36.59	
All Grades	10.42	15.48		52.44	45.16		37.13	39.35	

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.67	22.37		46.97	51.32		36.36	26.32	
Grade 4	6.76	7.14		37.84	57.14		55.41	35.71	
Grade 5	8.54	10.98		43.90	43.90		47.56	45.12	
Grade 6	12.05	13.41		57.83	59.76		30.12	26.83	
All Grades	10.82	13.55		46.89	52.90		42.30	33.55	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.91	19.74		61.19	65.79		20.90	14.47	
Grade 4	6.76	5.71		68.92	67.14		24.32	27.14	
Grade 5	7.32	10.98		63.41	53.66		29.27	35.37	
Grade 6	4.82	9.76		73.49	73.17		21.69	17.07	
All Grades	8.82	11.61		66.99	64.84		24.18	23.55	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.84	30.26		46.27	53.95		20.90	15.79	
Grade 4	8.11	10.00		52.70	55.71		39.19	34.29	
Grade 5	19.51	10.98		46.34	35.37		34.15	53.66	
Grade 6	24.10	24.39		55.42	53.66		20.48	21.95	
All Grades	20.92	19.03		50.33	49.35		28.76	31.61	

2019-20 Data:

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

**Conclusions based on this data:**

- Overall achievement for All Students at the Met or Exceed Standard improved between 2017-18 at 35% to 2018-19 at 39%.
- Fourth grade had the greatest improvement in reading, from 13% to 21%. in Above or At/Near Standard, while 5th grade had the greatest decrease in those levels, from 29% to 20%.

3. While Reading had a decrease in At/Near Standard from 52% to 45%, there was an increase of 5% of students Above Standard.



# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	78	62	67	78	0	67	78	0	97.1	100	0.0
Grade 4	74	71	72	74	70	0	74	70	0	100	98.6	0.0
Grade 5	82	82	85	82	82	0	82	82	0	100	100	0.0
Grade 6	85	83	81	84	83	0	84	83	0	98.8	100	0.0
All Grades	310	314	300	307	313	0	307	313	0	99	99.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2437.	2422.		22.39	20.51		37.31	23.08		16.42	28.21		23.88	28.21	
Grade 4	2422.	2434.		1.35	5.71		17.57	18.57		36.49	35.71		44.59	40.00	
Grade 5	2432.	2440.		1.22	3.66		7.32	3.66		30.49	35.37		60.98	57.32	
Grade 6	2479.	2502.		7.14	14.46		16.67	12.05		32.14	42.17		44.05	31.33	
All Grades	N/A	N/A	N/A	7.49	11.18		18.89	14.06		29.32	35.46		44.30	39.30	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.81	24.36		34.33	41.03		26.87	34.62	
Grade 4	5.41	14.29		32.43	35.71		62.16	50.00	
Grade 5	4.88	3.66		18.29	34.15		76.83	62.20	
Grade 6	10.71	18.07		36.90	44.58		52.38	37.35	
All Grades	14.01	15.02		30.29	38.98		55.70	46.01	

2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	23.88	24.36		49.25	47.44		26.87	28.21	
<b>Grade 4</b>	6.76	7.14		44.59	45.71		48.65	47.14	
<b>Grade 5</b>	6.10	4.88		28.05	42.68		65.85	52.44	
<b>Grade 6</b>	7.14	14.46		40.48	45.78		52.38	39.76	
<b>All Grades</b>	10.42	12.78		40.07	45.37		49.51	41.85	

2019-20 Data:

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

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	34.33	23.08		49.25	55.13		16.42	21.79	
<b>Grade 4</b>	6.76	10.00		40.54	41.43		52.70	48.57	
<b>Grade 5</b>	1.22	3.66		40.24	40.24		58.54	56.10	
<b>Grade 6</b>	11.90	12.05		39.29	50.60		48.81	37.35	
<b>All Grades</b>	12.70	12.14		42.02	46.96		45.28	40.89	

2019-20 Data:

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

**Conclusions based on this data:**

1. Overall achievement for all students remained the same at 26% At/Near Standard or Above Standard.
2. Each of the three domains had an increase in students that were above or at/near standard.
3. The percent of students at Above or At/Near Standard in each of the domains is as follows: Concepts & Procedures 54%, Problem Solving & Modeling/Data Analysis 58%, Communicating Reasoning 59%.

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1399.0	1405.3		1405.0	1418.1		1384.5	1375.2		42	41	0
<b>1</b>	1441.0	1435.7		1433.5	1441.0		1448.0	1430.1		52	34	0
<b>2</b>	1496.6	1474.8		1491.5	1469.5		1501.2	1479.5		55	56	0
<b>3</b>	1486.1	1473.3	1470.5	1481.1	1461.9	1462.4	1490.7	1484.2	1478.1	36	33	31
<b>4</b>	1485.8	1511.8	1512.6	1480.5	1502.5	1513.4	1490.7	1520.6	1511.4	36	32	48
<b>5</b>	1498.7	1511.6	1519.5	1490.7	1505.8	1522.6	1506.2	1516.9	1516.1	21	34	29
<b>6</b>	1472.7	1520.3	1534.1	1455.1	1512.8	1539.6	1489.8	1527.2	1528.0	17	19	37
<b>All Grades</b>	1467.0			1466.6			1462.0			259	249	145

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	2.44		33.33	41.46		*	39.02		*	17.07		42	41	
<b>1</b>	30.77	5.88		32.69	41.18		*	29.41		25.00	23.53		52	34	
<b>2</b>	49.09	10.71		32.73	48.21		*	28.57		*	12.50		55	56	
<b>3</b>	*	9.09	10.00	30.56	48.48	20.00	41.67	18.18	46.67	*	24.24	23.33	36	33	30
<b>4</b>	*	12.50	19.15	41.67	56.25	44.68	*	25.00	23.40	*	6.25	12.77	36	32	47
<b>5</b>	*	14.71	20.69	52.38	50.00	34.48	*	20.59	34.48	*	14.71	10.34	21	34	29
<b>6</b>	*	0.00	21.62	64.71	68.42	35.14	*	31.58	27.03	*	0.00	16.22	17	19	37
<b>All Grades</b>	23.17	8.43	18.18	37.45	49.00	34.97	21.62	27.71	31.47	17.76	14.86	15.38	259	249	143

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	33.33	9.76		*	46.34		*	29.27		*	14.63		42	41	
<b>1</b>	28.85	20.59		32.69	29.41		*	23.53		26.92	26.47		52	34	
<b>2</b>	58.18	17.86		32.73	53.57		*	19.64		*	8.93		55	56	
<b>3</b>	*	21.21	13.33	38.89	36.36	46.67	*	21.21	16.67	*	21.21	23.33	36	33	30
<b>4</b>	30.56	31.25	40.43	36.11	46.88	29.79	*	15.63	23.40	*	6.25	6.38	36	32	47
<b>5</b>	*	47.06	51.72	*	32.35	27.59	*	8.82	10.34	*	11.76	10.34	21	34	29
<b>6</b>	*	21.05	27.03	*	52.63	48.65	*	26.32	5.41	*	0.00	18.92	17	19	37
<b>All Grades</b>	34.75	23.29	33.57	33.98	42.97	37.76	16.60	20.48	14.69	14.67	13.25	13.99	259	249	143

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	2.44		*	21.95		45.24	58.54		*	17.07		42	41	
<b>1</b>	28.85	5.88		28.85	20.59		*	38.24		28.85	35.29		52	34	
<b>2</b>	43.64	10.71		32.73	33.93		*	35.71		*	19.64		55	56	
<b>3</b>	*	3.03	3.33	*	36.36	20.00	44.44	42.42	36.67	33.33	18.18	40.00	36	33	30
<b>4</b>	*	12.50	10.64	30.56	31.25	31.91	30.56	37.50	27.66	33.33	18.75	29.79	36	32	47
<b>5</b>	*	8.82	3.45	*	17.65	24.14	*	52.94	48.28	*	20.59	24.14	21	34	29
<b>6</b>	*	0.00	5.41	*	26.32	32.43	*	57.89	29.73	*	15.79	32.43	17	19	37
<b>All Grades</b>	19.69	6.83	6.29	26.64	27.31	27.97	30.12	44.98	34.27	23.55	20.88	31.47	259	249	143

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	42.86	0.00		40.48	82.93		*	17.07		42	41	
<b>1</b>	42.31	44.12		40.38	35.29		*	20.59		52	34	
<b>2</b>	67.27	21.43		29.09	71.43		*	7.14		55	56	
<b>3</b>	30.56	15.15	20.00	52.78	60.61	53.33	*	24.24	26.67	36	33	30
<b>4</b>	36.11	21.88	42.55	52.78	75.00	46.81	*	3.13	10.64	36	32	47
<b>5</b>	*	14.71	20.69	*	73.53	62.07	*	11.76	17.24	21	34	29
<b>6</b>	*	26.32	33.33	64.71	68.42	44.44	*	5.26	22.22	17	19	36
<b>All Grades</b>	43.63	19.68	30.99	43.63	67.47	50.70	12.74	12.85	18.31	259	249	142

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	30.95	19.51		35.71	60.98		33.33	19.51		42	41	
<b>1</b>	25.00	0.00		46.15	70.59		28.85	29.41		52	34	
<b>2</b>	61.82	16.07		34.55	69.64		*	14.29		55	56	
<b>3</b>	47.22	39.39	22.22	33.33	39.39	66.67	*	21.21	11.11	36	33	18
<b>4</b>	41.67	46.88	64.86	47.22	50.00	29.73	*	3.13	5.41	36	32	37
<b>5</b>	*	67.65	78.57	*	17.65	10.71	*	14.71	10.71	21	34	28
<b>6</b>	*	36.84	48.39	*	57.89	45.16	*	5.26	6.45	17	19	31
<b>All Grades</b>	40.93	30.12	57.02	40.93	53.82	35.09	18.15	16.06	7.89	259	249	114

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00		69.05	80.49		*	19.51		42	41	
<b>1</b>	40.38	17.65		30.77	50.00		28.85	32.35		52	34	
<b>2</b>	54.55	8.93		36.36	75.00		*	16.07		55	56	
<b>3</b>	*	6.06	3.33	63.89	63.64	40.00	36.11	30.30	56.67	36	33	30
<b>4</b>	*	12.50	10.64	52.78	65.63	57.45	33.33	21.88	31.91	36	32	47
<b>5</b>	*	17.65	10.34	66.67	61.76	48.28	*	20.59	41.38	21	34	29
<b>6</b>	*	0.00	11.11	*	52.63	47.22	*	47.37	41.67	17	19	36
<b>All Grades</b>	25.48	9.24	9.15	48.65	66.27	49.30	25.87	24.50	41.55	259	249	142

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	35.71	29.27		35.71	53.66		28.57	17.07		42	41	
<b>1</b>	28.85	8.82		40.38	52.94		30.77	38.24		52	34	
<b>2</b>	30.91	14.29		61.82	66.07		*	19.64		55	56	
<b>3</b>	*	3.03	16.67	50.00	78.79	50.00	38.89	18.18	33.33	36	33	30
<b>4</b>	*	18.75	10.64	63.89	65.63	70.21	*	15.63	19.15	36	32	47
<b>5</b>	*	2.94	3.45	85.71	76.47	75.86	*	20.59	20.69	21	34	29
<b>6</b>	*	10.53	21.62	64.71	78.95	64.86	*	10.53	13.51	17	19	37
<b>All Grades</b>	23.55	13.25	13.29	54.05	66.27	65.73	22.39	20.48	20.98	259	249	143

2019-20 Data:

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

**Conclusions based on this data:**

- Overall, there was an increase for All Students at Level 2 and Level 3 and a decrease for All Students in Level 1 and Level 4.
- There was an increase in all grades at Level 3, except for 5th grade, where there was a slight decrease.
- Reading and Writing Domains had the greatest decrease in Well Developed. Reading went from 25% to 9%. Writing went from 23% to 13%.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>533</b>	<b>71.1</b>	<b>45.8</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	244	45.8
Foster Youth	2	0.4
Homeless	36	6.8
Socioeconomically Disadvantaged	379	71.1
Students with Disabilities	102	19.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian or Alaska Native		
Asian	14	2.6
Filipino	26	4.9
Hispanic	466	87.4
Two or More Races	9	1.7
Native Hawaiian or Pacific Islander		
White	15	2.8

### Conclusions based on this data:

1. A majority of students are Socioeconomically Disadvantaged (80%) and/or English Learners (50%).
2. Students with Disabilities make up 18% of the student population.

3. Hispanic Students are a majority of the student population at 88%.







# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Performance in English Language Arts and Mathematics is Yellow.
2. We are in the Green tier for Conditions and Climate, Suspension Rate.
3. Chronic Absenteeism is in the Yellow Tier.

# School and Student Performance Data

## Academic Performance English Language Arts

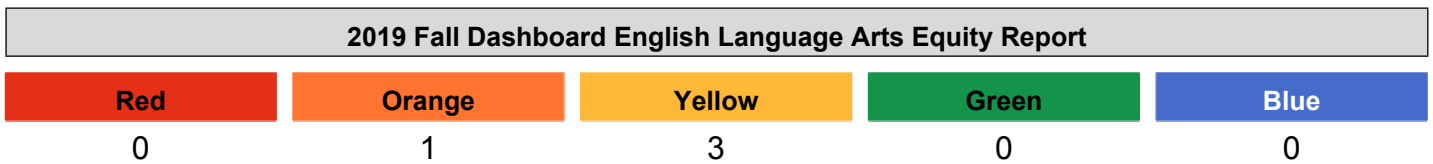
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 28.1 points below standard Increased ++10.2 points 311	<p><b>English Learners</b></p>  Yellow 35.2 points below standard Increased ++3 points 210	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 47 points below standard Increased ++12.5 points 25	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 34.8 points below standard Increased ++8.1 points 259	<p><b>Students with Disabilities</b></p>  Orange 82.8 points below standard Increased ++8.9 points 54

**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 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.1 points below standard Increased ++8.5 points 282	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
80.1 points below standard Declined Significantly -19.9 points 108	12.2 points above standard Declined -10.7 points 102	17 points below standard Increased Significantly ++22.6 points 94

**Conclusions based on this data:**

- All students and subgroups increased in English Language Arts performance.
- The following subgroups: Hispanic, English Learners, and Socioeconomically Disadvantaged students are closest to standard at Yellow.
- Reclassified English Learners declined and Current English Learners declined significantly, indicating a need to focus on English Learner instruction.

# School and Student Performance Data

## Academic Performance Mathematics

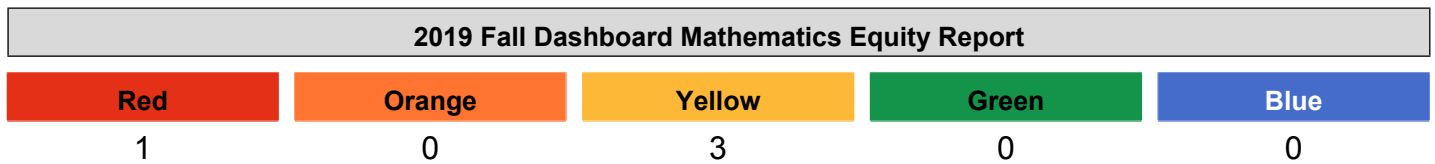
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>50.3 points below standard</p> <p>Increased ++9.9 points</p> <p>311</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>50.6 points below standard</p> <p>Increased ++7.1 points</p> <p>210</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>59.3 points below standard</p> <p>Increased Significantly ++25.6 points</p> <p>25</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>56.6 points below standard</p> <p>Increased ++5.7 points</p> <p>259</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>116.2 points below standard</p> <p>Maintained ++2.9 points</p> <p>54</p>

### 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 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.8 points below standard Increased ++9.1 points 282	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
88.8 points below standard Declined Significantly -18.7 points 108	10.1 points below standard Increased ++13.2 points 102	52.6 points below standard Increased ++14.4 points 94

**Conclusions based on this data:**

1. All students increased by 9.9 points in Math performance. Homeless students increased significantly by 25.6 points.
2. English Learners, Socioeconomically Disadvantaged and Hispanic students all increased and are at Yellow.
3. Students with Disabilities maintained at Red, indicating a need to focus on instruction for these students.

# School and Student Performance Data

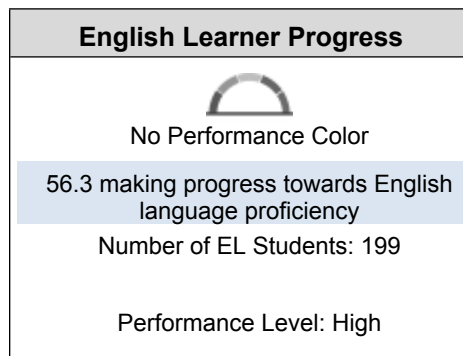
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	49	4	108

#### Conclusions based on this data:

- English Learner performance is High at 56% making progress towards English language proficiency.
- 108 students progressed one level in English Learner Performance Indicator level.
- 38 students decreased on level and 49 students maintained at level 1, 2, and 3, indicating further need to address English Learner instruction.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

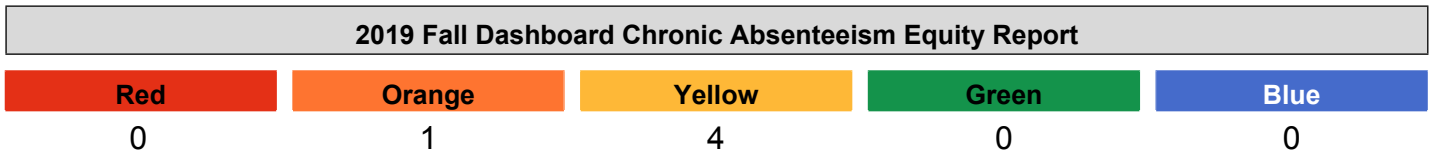
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Yellow 14 Declined Significantly -16.1 577	<p><b>English Learners</b></p> Yellow 12.3 Declined Significantly -18 310	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p> Orange 27 Declined -20.3 37	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 14.8 Declined Significantly -17.7 466	<p><b>Students with Disabilities</b></p> Yellow 19.2 Declined -10.9 104



**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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 16.7 Declined -6.4 12	 No Performance Color 0 Declined -5.6 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.7 Declined Significantly -16.3 518	 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 1	 No Performance Color 8.3 Declined -25 12

**Conclusions based on this data:**

- All students declined significantly in Chronic Absenteeism.
- English Learners, Socioeconomically Disadvantaged and Hispanic subgroups decreased significantly. Students with Disabilities declined and are at Yellow.
- Homeless students also declined, but is at Orange, indicating a need to address this group's attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

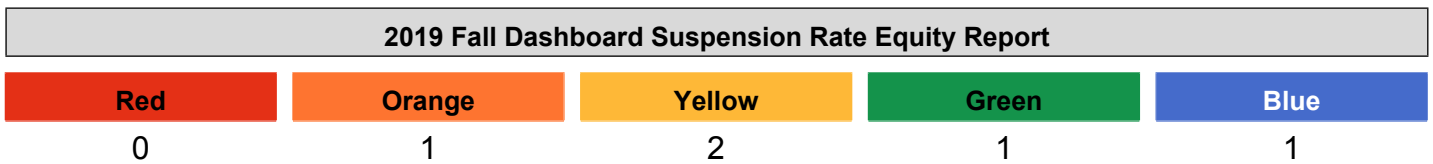
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3</p> <p>Declined Significantly -1 602</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>2.8</p> <p>Maintained -0.2 320</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>7</p>
<p><b>Homeless</b></p> <p>Blue</p> <p>0</p> <p>Declined -7.5 40</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.9</p> <p>Declined Significantly -1.6 482</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.7</p> <p>Increased +1.8 106</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7		 No Performance Color 0 Declined -7.7 12	 No Performance Color 0 Declined -5.3 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.8 Maintained -0.2 539	 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 12

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	3

**Conclusions based on this data:**

1. All students and Socioeconomically disadvantaged students declined significantly in Suspension and are at Green. Homeless students declined and are at Blue.
2. English Learner and Hispanic students maintained at Yellow.
3. Students with Disabilities increased in Suspensions, indicating a need to address this group's support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned Improvements in Student Performance for English Learners

## LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

## Goal 1

- A. English Learner reclassification rate will increase 2% in 2021-2022.
- B. The percentage of English learners performing at grade level according to the Fall iReady reading diagnostic will increase by 10%
- C. The percentage of English learners performing at grade level according to the Fall iReady math diagnosis will increase by 10%
- D. Scaled scores on the ELPAC will increase on average by 50 points
- E. Percent of students at Meet or Exceeds standard on the CAASPP will increase by 9%

## Identified Need

In 2018-2019 the Lincoln Acres reclassification rate was 16%. Due to the pandemic, subsequent school closure and a year of virtual learning we do not have reclassification data for the 2019-2020 school year. In 2020 - 2021 the reclassification rate was 1%.

The ELPAC data from 2018-19 indicate a difference between oral and written achievement with 17% less students proficient in the written domain compared to the oral domain. These results indicate a continued focus on building English learners reading and writing skills. Due to the pandemic, subsequent school closure and a year of virtual learning, we do not have ELPAC data for the 2019-2020 school year. In the 2020-2021 school year, only 41% of our students took the ELPAC. Based on the results of those students, 14% met the standard for proficiency in written achievement and 31% met the standard for proficiency in oral language.

According to iReady Reading in 2019-20 16% of ELs at Lincoln Acres were identified as Tier 1 compared with 6% in 2021-22, a decrease of 10%.

According to the iReady Math in 2019-20 16% of ELs at Lincoln Acres were identified as Tier 1 compared with 1% in 2021-22, a decrease of 15%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA Data	6% of students in Tier 1	16% in Tier 1
iReady Math Data	1% of students in Tier 1	11%. or higher in Tier 1
CAASP Math EL Data	12% Meet or Exceed Standard	21% Meet or Exceed Standard
CAASP ELA EL Data	11% Meet or Exceed Standard	20% Meet or Exceed Standard
ELPAC overall Data	Average Overall Score: 1509	Average Overall Score: 1559
ELPAC Oral Data	Average Overall Score: 1508	Average Overall Score: 1558
ELPAC Written Data	Average Overall Score: 1509	Average Overall Score: 1559
Reclassification Rate	1% reclassification rate	10% reclassification rate

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)

English Learners

#### Strategy/Activity

Teachers will receive professional development in order to effectively implement the CA ELD standards during Designated ELD and Integrated ELD. They will also receive training on how to use and monitor the growth of English learners in English language development on the Imagine Learning software. These opportunities will be provided by district resource teachers, the English Learner Liaison, and outside consultants after school.

#### 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	Title I Teacher Extra Time for Professional Development
1000	Title I English Learner Liaison

### Strategy/Activity 2

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

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

English Learners

### Strategy/Activity

A Language Arts Specialist (LAS) will provide support to English Learners in the area of language and literacy. The Language Arts Specialist is highly trained in assessment and instruction in ELA and in best practices for supporting English learners. She supports ELs by providing differentiated small group instruction based on student need and language proficiency level.

### 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	LCAP Books other than textbooks
0	Language Arts Specialist - District Prepaid 141,000

### Strategy/Activity 3

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

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

English Learners

### Strategy/Activity

Provide small group or individual support for English learners after school.

### 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	LCAP Teachers salaries for before and after school classes

### Strategy/Activity 4

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

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

English Learners

### Strategy/Activity

Impact Teachers will provide differentiated support to English learners in reading and math. The support will target content and language learning and will use differentiated resources to improve

student outcomes. Teachers will also be offered time off the clock to collaborate and plan lessons to meet the needs of the different levels of English learners.

**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	Title I Materials and supplies
2000	LCAP Teacher substitutes to release teachers for collaboration
30000	LCAP Salary of Impact Teachers
40000	Title I Salary of Impact Teachers

**Strategy/Activity 5**

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

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

English Learners

**Strategy/Activity**

Students have daily opportunities for differentiated and appropriate leveled practice in ELA and Math through technology. Imagine Learning and iReady programs provide specific learning opportunities for English learners to make growth in language, reading and math.

**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	Imagine Learning and iReady - District Prepaid
0	



	Technology Support - District Prepaid \$10,000
10000	LCAP
	Computer Purchases and reserves

**Strategy/Activity 6**

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

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

English Learners

Strategy/Activity

Response to Intervention (RtI). English learners performing below grade level will be part of the RtI process. Their progress will be monitored in Panorama through assessment data in ELA and Math and goals will be set for periods of time. Enrichment teachers will release classroom teachers to attend RtI meetings. English learner school attendance data will also be monitored through Panorama and interventions in this area will be implemented. The Assessment Center will administer the ELPAC initial and summative assessment for progress monitoring.

**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	LCAP District funds the cost of the Enrichment Teachers
0	Assessment Center - District Prepaid 5,760

**Strategy/Activity 7**

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

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

English Learners

Strategy/Activity

Provide opportunities for students, including English learners, to attend field trips or virtual field trips. This activity includes the costs for entrance, transportation and online presentations. Field trips/virtual field trips provide English learners with experiences in which to acquire language and background knowledge about a variety of topics in an authentic, meaningful setting.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	LCAP Entrance to or online presentations of field experiences
4000	LCAP Field Trip Transportation

### Strategy/Activity 8

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

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

English Learners

#### Strategy/Activity

Provide differentiated texts in the general education classroom to English learners so they can build their English language skills including vocabulary and syntax. These resources may include materials copied at the school.

#### 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	LCAP Books other than textbooks (costs earmarked in strategy 2)
2085	LCAP Copy Machine Maintenance and Supplies
1500	Title I Copy Machine Maintenance and Supplies

## 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.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

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

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

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

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned Improvement in Student Academic Performance

## LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

## Goal 2

A. Lincoln Acres will increase the percentage of students who Meet or Exceed Standards from 5% from the base year (18-19), as measured by multiple measures including district and state assessments.

A1. Increase CAASPP percent proficient in English Language Arts and Math by 5% (no CAASPP data in 2020-2021 due to school closure and virtual learning)

ELA Smarter Balanced Assessment will increase in Meet/Exceed Standards from 39 percent in 2018-2019 to 44 percent in 2021-2022

Math Smarter Balanced Assessment will increase in Meet/Exceed Standards from 26 percent in 2018-2019 to 31 percent in 2021-2022

A2. CAASPP: Distance from standard on the Dashboard will decrease by 5 points per year (no CAASPP data in 2020-2021 due to school closure and virtual learning)

English Language Arts CAASPP: From -28 below level 3 to -23 below level 3

Math CAASPP: From -50 points below level 3 to -45 points below level 3

B. Increase iReady results in reading and math proficiency from the beginning of the year, August 2021 to the end of the year, June 2022

B1. Increase percent proficient in iReady results in reading for all students. 12% of all students in Tier 1 at beginning of year to 25% Tier 1 end-of-year 2022

Increase percent proficient in iReady results in reading for Students with Disabilities: 4% in Tier 1 will increase to 12% in Tier 1 by mid-year and to 20% Tier 1 by end of year

Increase percent proficient in iReady results in reading English Learner: 6% in Tier 1 will increase to 16% in Tier 1 mid-year and to 22% in Tier 1 by end of year

Foster Youth: - no data available at this time (too small a sample size)

B2. Increase percent proficient in iReady results in Math. 5% of all students were in Tier 1 at beginning of year with the goal of 20% in Tier 1 by the end of the year

Increase percent proficient in iReady results in math for Students with Disabilities: 1% in Tier 1 will increase to 10% in Tier 1 by mid-year and to 16% in Tier 1 by end of year

Increase percent proficient in iReady results in math English Learner: 1% in Tier 1 will increase to 10% in Tier 1 by mid-year and to 16% in Tier 1 by end of year

Foster Youth: - no data available at this time (too small a sample size)

## Identified Need

SBAC Baseline Results: CAASPP results from 2018-2019 indicate that 39% percent of all students are proficient in ELA. Although this is an increase of 4% from the year prior, the data indicates a near 61 percent of students not meeting the expected performance standard. The percent of students demonstrating proficiency in math (26% percent) remained constant between 2017-18 and 2018-19. In addition, 74% percent of students are not meeting proficiency in math which remained unchanged from the year before. The target increase for percent proficient for 18-19 in ELA was 50 percent and in math was 40 percent. Due to the pandemic and subsequent school closures there is no CAASP data for 2019-2020 or 2020-2021 so we are unable to measure growth on this metric. However, using our local progress indicator, iReady, the data show that there is a pressing need for targeted and rigorous instruction in both English Language Arts and Math. Teachers need to ensure their instruction includes differentiation and scaffolds specifically for the needs of their English learners and students with disabilities as those two subgroups are performing far below their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	39% Meets or Exceeds Standards	44% Meets or Exceeded Standards
CAASPP Math All Students	26% Meets or Exceeds Standards	31% Meets or Exceeds Standards
CAASPP SWD ELA All Students	9% Meets or Exceeds Standards	11% Meets or Exceeds Standards
CAASPP SWD Math All Students	7% Meets or Exceeds Standards	10% Meets or Exceeds Standards
iReady Reading for All Students	12% Tier 1	25% Tier 1
iReady Math for All Students	5% Tier 1	20% Tier 1
iReady Reading for SWD	4% Tier 1	20% Tier 1
iReady Math for SWD	1% Tier 1	16% Tier 1

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

Lincoln Acres teachers will have Data Teams by grade level on a monthly interval. During this release time, teachers unpack priority standards, create pre and post-assessments, analyze student achievement, create re-teaching opportunities and differentiate instruction for English

Learners and Students with Disabilities. Teachers also collaboratively plan instruction to increase student achievement in English Language Arts and Math.

**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

Enrichment Teachers to release Classroom teachers for Data Teams - District funded

**Strategy/Activity 2**

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

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

Any Students that do not meet/exceeds standards

Strategy/Activity

Response to Intervention provided by Language Arts Specialist and Impact Teachers in small groups. These staff members will provide small group, differentiated instruction to meet targeted goals established for students who are performing below grade level in English Language Arts or math. Enrichment teachers will release teachers for Rtl 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)

0

Enrichment Teachers - District funded

0

Title I

Impact Teachers - cost accounted for in Goal 1

0

Language Arts Specialist - District funded - see Goal 1

### 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

Each student at Lincoln Acres will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their achievement in ELA and Math. Additional materials and resources will be required to support instruction.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	Enrichment Teachers - District funded
5000	Title I Instructional Materials

### Strategy/Activity 4

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

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

All Students that need additional support per the iReady data in Reading and Math.

#### Strategy/Activity

Use instructional software and technology resources to provide leveled texts, additional practice and differentiated instruction to support reading and math development. Successful implementation of the programs will require a site Technology Liaison to help troubleshoot problems onsite, district technology personnel to help with other technology issues, replacement, and upgrade of technology and supplies.

#### 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)

2730	Title I RAZ Kids Licenses
1000	Title I Technology Liaison

5,500	LCAP Replace aging computers
0	Technology Personnel - District Prepaid 10,000
5000	LCAP Replace additional technology equipment such as printers, ink, and document cameras

**Strategy/Activity 5**

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

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

All students

**Strategy/Activity**

Teachers will receive coaching and professional development in the areas of ELA and math. These opportunities will be provided by district resource teachers and consultants before, during and after school.

**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	LCAP Teacher extra Ttme to attend professional development after hours
2000	Title I Substitutes to release teachers to attend professional development during school hours

**Strategy/Activity 6**

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

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

All Students

**Strategy/Activity**

Provide experiences outside of school or virtually to build world knowledge and language. These experiences will add to students' background knowledge and language development which in turn will have a positive impact on student achievement.



### 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)
6000	LCAP Field trip admission/virtual presentations
4000	LCAP Field trip transportation

### Strategy/Activity 7

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

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

Students with Disabilities; All students

#### Strategy/Activity

Collaboration time during the instructional day for General Education teachers to work with Special Education teachers to share strategies to support SWD while in general education class and/or collaboration with cross-grade level peers to engage in discussions on the progression of learning standards across the grades

### 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)
3000	LCAP Substitute cost to release teachers for collaboration

## 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.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

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

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

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

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned improvements in Family and Community Engagement

## LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

## Goal 3

- A. Increase the amount of family and community engagement at online school events over the course of the year including Coffee with the Principal, ELAC, and student recognition assemblies.
- B. Increase the percentage of responses on a Parent Needs Survey (2021-22 will serve as baseline)

## Identified Need

There is a need for Lincoln Acres to engage more parents to form partnerships in their students' education; this need is especially apparent in 2021-2022 as we are not able to have parents on campus to volunteer or for school events. Research shows that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels.

In Fall 2021, parents indicated concerns that their children were behind in their learning from the 2020-2021 distance learning year. They also had concerns about how their children could keep up with their academics when they had to quarantine or miss out on school due to Covid or Covid symptoms.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Needs Survey	35	Increase of 10% of parent surveys received in the spring
Parent participation counts	7 parents at virtual school-wide events	20 parents at virtual school-wide events

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

Opportunities for families to learn about the academics and climate of the school including:  
Coffee with the Principal  
Regular English Language Advisory Committee meetings (ELAC)  
Back to School Night  
Open House  
Parenting Classes

All meetings are being held virtually due to the global pandemic.

### 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)

1700

Title I

Online Parent classes or speakers

1000

LCAP

Incentives/raffles for parents that attend online school events (books, games)

### 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

Celebrations of student achievement including EL Redesignation are done at online assemblies throughout the year. All stakeholders are invited and welcomed to come. Certificates are given to students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

178

Title I

Certificates and awards for student achievement

1000

LCAP

Certificates and awards for student achievement

### 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

Family engagement activities before, during and after school. Examples include Family Game Night, Breakfast and Books, Math Mornings, Science Night, Back to School, and Open House (all virtual)

### 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

LCAP

Teacher extra time for events held after hours

3000

LCAP

Materials for family events

### 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

Title I, Part A School Parent and Family Engagement Policy

Lincoln Acres School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Parents and families of the Lincoln Acres community have been an integral part of developing this policy. Parent and staff meetings were conducted in which feedback was solicited. All feedback was considered and implemented whenever possible.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Our site has developed this written Title I Parent and Family Engagement Policy with input from Title I parents during School Site Council (SSC) meetings and the annual Title I Parent Meeting.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Input for the development of the policy was gathered through parent/guardian surveys, the Learning Continuity and Attendance (LCP) Community Forums, school site parent meetings, and District English Learner Advisory Committee meetings (DELAC). The plan was reviewed and refined with input from the District and Parent Advisory Committee (DPAC), DELAC, and Title 1 School Site Councils.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

NSD schedules community forums and conducts parent surveys to gather input/feedback about what is working and areas that may need improvement to inform the Local Control Accountability Plan (LCAP), the LCAP Federal Addendum, including school and District goals and actions. Additionally, stakeholder input/feedback is gathered at school site meetings as well as District and school advisory committee meetings. The information gathered is used to provide feedback and input for the District's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

A Title 1 meeting is held annually and all families are invited to attend. Translation is provided for those who request it. Depending on the current district policy the meeting might be held in person or virtually.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

An annual survey is sent out electronically to all families asking for input on upcoming parent meetings. Based on feedback, parent meetings are scheduled throughout the year. In addition to surveying families about topics we also survey them about preferred meeting times and make every effort to accommodate our families. In previous years when visitors were allowed on campus we did provide childcare. Currently all meetings are held virtually which has been convenient for families.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The School Site Council conducts an annual evaluation of the content and effectiveness of this parental involvement policy, these meetings are open to the public and all family members are welcome to attend. During the evaluation the Council seeks to identify barriers to parent and family participation. The site will use the findings of the evaluation to design strategies to dismantle barriers for families to get involved. The policy will be reviewed and revised, if necessary.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]: Parents are informed about the Title 1 programs through regularly scheduled site and district level meetings mentioned in a previous section. In addition, digital school newsletters are shared periodically with families to keep them informed of practices, meetings and any other relevant information. Classroom teachers share results of our students' performance on state assessments as well as district and school assessments twice per year during our parent/teacher conferences. Parents have access to information regarding NSD adopted curriculum on the NSD website ([www.usd.us](http://www.usd.us)).

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]): If any parent/guardian were to find the document unsatisfactory they are encouraged to voice their concerns either verbally or in writing to a school or district level official. The school will submit any parent comments on the plan when the school makes the plan available to the LEA.

Lincoln Acre's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on February 24, 2021. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before October 30, 2021.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

#### Title I, Part A School-Parent Compact

Lincoln Acres and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

As a TEACHER I will be responsible for:

- Teaching grade level standards using effective teaching strategies.
- Addressing the individual needs of all students in my class.
- Communicating to students and parents the expectations for homework, class work and acceptable behavior, as well as regularly informing parents of student progress and behavior.
- Providing a safe and positive learning environment for the students.
- Challenging students and encouraging them to do their best.
- Pursuing professional growth activities.

As a PARENT/GUARDIAN I will be responsible for:

- Sending my child to school regularly, on time and well-rested with the necessary materials.
- Reading to and/or listening to my child read daily.
- Providing a time and place for quiet reading and for completing homework.
- Attending parent/teacher conferences, school events and parent classes.
- Supporting classroom and school rules.
- Communicating concerns and questions to school staff.
- Limiting my child's TV and video game use.

As a PRINCIPAL I will be responsible for:

- Creating a welcoming environment for students and parents.
- Communicating the district's and school's mission and goals to students and parents.
- Ensuring a safe and orderly learning environment.
- Reinforcing the partnership between parent, student and staff.
- Acting as the instructional leader by supporting teachers in their classrooms.
- Providing educational growth opportunities for teachers and parents.
- Encouraging parent involvement in school activities.

Describe School and Parent response here.

Research has shown the importance of communication between teachers and parents on an



ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):  
parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;  
frequent reports to parents on their children’s progress;  
reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and  
ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

This Compact was established by Lincoln Acres on February 24, 2021, and will be in effect for the period of February 24, 2021 through October 2021. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: October 30, 2021.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

### **Strategy/Activity 6**

#### **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)
-----------	-----------

## **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.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

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

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

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

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned Improvements in School Climate

## LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

## Goal 4

A. Increase by 2% the percentatge of students who feel safe at school most of the time or all of the time on California Healthy Kids Survey (CHKS). On the 2019-20 CHKS 71% of students indicated they felt safe at school most of the time or all of the time.

B Decrease suspension rate by 0.5%.

CALPADS Suspension/Expulsion Rates from 2018-19 (no data from 2019-2020 or 2020-2021 due to school closure)

Expulsion rate:0

Suspension rate: 1%

C. Remain at the Platinum level for implementation of PBIS

D. Reduce the number of students needing Tier 2 and 3 supports in academics

E. Reduce the number of students needing Tier 2 and 3 supports for mental and behavioral health

## Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size on student achievement (anything over .40 is considered effective). Moreover, research on academic achievement has shown that students learn best when they are in a safe learning environment.

Results from the 2019-20 administration of the California Healthy Kids Survey at Lincoln Acres show that 71 percent of students feel safe at school most, all or some of the time which means that 29 percent of students do not feel safe at school. In addition, 56% of students have reported physical and/or verbal offenses. Furthermore, returning to school after the pandemic has increased the need for social and emotional support. Teachers have reported more anxiety and social difficulties in students since returning to school. Adding to that need is the amount of unfinished learning from the year of distance learning which has resulted in a very small percentage of students at grade level in academics. Using a Multi-tiered System of Support (MTSS) we will address these needs and provide differntiated levels of support in academics, behavior and social-emotional regulation. This plan includes a consistent and systematic teaching of school expectations, social-emotional resilience and Positive Behavior Interventions and Support (PBIS).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1% Suspended, 0% Expulsion	0.5% Suspended, 0% Expulsion
Tiered Fidelity Indicator	Platinum Level	Platinum Level
Students in Tier 2 or 3 academic interventions	93 students in Tier 2/3 in 2020-21	85 students in Tier 2/3 academic interventions
Students in Tier 2 or 3 counseling interventions	2021-22 will be baseline	a decrease in the number of students in Tier 2/3 counseling interventions
California Healthy Kids Survey (CHKS)	71% Feel safe at school	73% feel safe at school

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

Positive Behavior Interventions and Support (PBIS). Implementation of PBIS will include a Tier 1 and a Tier 2/3 Leadership team to monitor data, ensure implementation of PBIS lessons, and advise the principal to other needs regarding behavior. A school counselor will be part of both Tier 1 and Tier 2 teams along with providing Tier 1 and 2 interventions. Counselor will also work with students in crisis and families to provide interventions and support.

PBIS in 2021-2022 will focus on emotional regulation and self-control. These goals were chosen through social-emotional surveys taken by students and teachers and identified as the areas with the most need.

#### 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)

43,000

Source(s)

Title I

	School Counselor
500	LCAP  Postage to send correspondence to parents regarding attendance, meetings or counseling services

**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 flexible seating and additional resources to students who benefit from non-traditional seating and fidgets to help them focus and learn. When these students are more focused, they, along with the rest of the students, benefit from a more focused and positive learning environment.

**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	LCAP  Resource and materials for behavior interventions

**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 books and curriculum that teachers and the counselor can use with students to support behavior and social-emotional topics.

**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)
4000	Title I  Cost of books and curriculum

## 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

Monitor attendance of students to ensure that they are in school and learning (with the exception of quarantines/justified illnesses)

### 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

LCAP

Extra clerical help to contact families, mail letters and track attendance

500

LCAP

Postage to send communication to families

## Strategy/Activity 5

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

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

All students

### Strategy/Activity

Students scoring below grade level will participate in Tier 2 or Tier 3 interventions for reading and/or math.

### 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)

Language Arts Specialist - district funded

Impact Teachers - cost allocated in other goals

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

Students identified as needed support for behavior, social or emotional issues will receive Tier 2 or 3 interventions with the school counselor.

### 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)

School Counselor

## 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.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

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

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

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

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Broad Course of Study

## LEA/LCAP Goal

Promote student engagement and achievement through a broad course of study and innovative learning programs.

## Goal 5

In order to ensure innovative programs and enrichment activities options for students for the 2021-22 school year:

1. Increase the number of opportunities to students to participate in the arts in after school sessions.
2. Increase the number of opportunities for students to participate in STEAM after school sessions.
3. Increase the number of opportunities for student to participate in before or after school sessions focused on developing various sports skills, endurance, strength and mobility.

## Identified Need

Research indicates that participation in extracurricular activities positively correlates with students' development both academically and personally. Students who participate in extracurricular activities have greater academic success, greater character development, especially in the areas of time-management and leadership skills, more positive social development, and greater interest in community involvement. Many of our families are limited in their abilities to provide extracurricular activities for their children due to work hours, child care and cost of the activities. Therefore, very few of our students participate in these types of beneficial experiences.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of sports/physical exercise opportunities offered	2020-2021: 0 sessions	3 sessions
Number of VAPA sessions offered	2020-2021: 0 sessions	3 sessions
Number of STEAM sessions offered	2020-2021: 0 sessions	2 sessions

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

Enrichment activities in areas such as science, sports and the arts will be provided by teachers or consultants before and after school.

### 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	LCAP Teacher Extra Time
7000	LCAP Materials for enrichment classes
5000	LCAP Consultants to run the extra curriculuar activities

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$222,693.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$106,108.00

Subtotal of additional federal funds included for this school: \$106,108.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$116,585.00

Subtotal of state or local funds included for this school: \$116,585.00

Total of federal, state, and/or local funds for this school: \$222,693.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF		
Title I	106,108	0.00
LCAP	116,585	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	116,585.00
Title I	106,108.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	114,585.00
	LCAP	2,000.00
	Title I	106,108.00

## Expenditures by Goal

Goal Number

Total Expenditures



Goal 1	103,585.00
Goal 2	36,230.00
Goal 3	8,878.00
Goal 4	60,000.00
Goal 5	14,000.00

# School Site Council Membership

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

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

Name of Members	Role
Kathy Melanese	Principal
Sharlena Smith	Classroom Teacher
Jacqueline Ma	Classroom Teacher
Vanessa Maldonado	Other School Staff
Delnora Sadler	Parent or Community Member
Rocio Lopez	Parent or Community Member
Daniela Castro	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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 12/01/21.

Attested:



Principal, Katherine Melanese on 12/01/21



SSC Chairperson, DelNora Sadler on 12/01/21

# 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

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 12/01/21.

Attested:



Principal, Katherine Melanese on 12/01/21

SSC Chairperson, DeNora Sadler on 12/01/21