

The Single Plan for Student Achievement

School: Lincoln Acres Elementary School
CDS Code: 37-68221-6038798
District: National School District
Principal: Raymond Ruiz
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Lincoln Acres Elementary School's Vision and Mission Statements

Our vision is to provide our students with a superior education by incorporating the intersections of Literacy and STEAM subjects where students, families, and teachers are active learners through relevant, rigorous, and engaging hands-on-experiences that lead to innovation and connect to the real world to ensure our students become compassionate professionals prepared for 21st Century careers.

Strategic Goal #1- ELA

Increase Student Achievement Via infusing literacy into Innovation & STEAM
New curriculum adoption in ELA Benchmark and American Reading Company 100 book challenge
Professional development for teachers to implement both programs

Strategic Goal #2- Math

Increase Student Achievement via the intersections of Math with at least one other content area
New curriculum adoption University California Irvine Math
Professional development for teachers to implement the program

Strategic Goal #3- ELD

Nurture a Culture of Bi literacy, and Practices Aligned to Best Practices of Equity
Enhance ELD practices with professional development and using the California CCSS and CA ELD standards resources to be used throughout the day for
Set the stage to determine Bilingual program for the next school year to be determined in ELAC- Dual Language or Bi literacy

Strategic Goal #4- SPED

Nurture a Culture of Inclusion, and Practices Aligned to Best Practices of Equity
Achieve 50% inclusion
Begin inclusion in core classes beginning with Math and STEAM

Strategic Goal #5-School Climate

Build Partnerships with Parents, Students, and Community Members to Improve Our School Through Open Communication
Provide a Safe, Nurturing, Productive Learning Environment Through Compassion
Build and Maintain an Innovative, Collaborative, Organization with Focused, Embedded Professional Development

"Innovative and Compassionate World Citizens"

School Profile

School Profile

History of the School

The Lincoln Acres Community is an unincorporated area of San Diego County and is located wholly within the boundaries of the incorporated city of National City and both share the postal code 91950. National City is approximately 15 miles from the U.S. Mexico border. Of the ten elementary schools within the National School District, Lincoln Acres Elementary, along with John A. Otis Elementary School are two of the oldest schools in the district with Lincoln Acres being the oldest. The Lincoln Acres main school site building was founded in 1920. Initially, the school was a small six room school, but has since expanded to a school with 22 regular education classrooms and 5 special education classrooms ranging from learning disabled to moderately/severely abled.

Overview of the Broader Community

National City is the second oldest city in San Diego County and has a rich past and Victorian-era charm. National City was originally named Rancho del Rey (Ranch of the King,) the 26,000-acre parcel was used by Spanish soldiers as pasture to graze horses and cattle. When the land became part of Mexico, it was renamed Rancho de la Nación. National City was incorporated on September 17, 1887. National City boasts of several historical landmarks which can be found in the National Register of Historic Places: (1) Brick Row – was erected in 1887 to house prominent railroad executives, (2) Granger Music Hall – was erected by world renowned architect Irving Gill. Ralph Granger wanted to build a hall to honor his unending passion for music and to house his large violin collection, (3) Santa Fe Rail Depot – Built in 1882, it is the only original transcontinental railroad terminus still standing and the restored depot serves as a railroad museum, (4) Stein Family Farm – In 1888, immigrant Charles Stein purchased the farmhouse. The farm remained with descendants of the family until 1992. The farmhouse is presently a living museum where late 19th century California farm life is demonstrated to the local school children of National City, (5) Noyes House – This Victorian home started off as an olive and olive oil factory. In 2008, a piece of the property was donated by the Walton family (of Walmart fame) to the International Community Foundation. This became home to the Olivewood Gardens & Learning Center, which provides science-based environmental education lessons, hands-on gardening and hands-on cooking to students and families from underserved communities.

Overview of Students and Families Served

National City's annual median income is \$37,008.00 per household and the estimated per capita income is \$16,658.00. Property values range from \$138,800 - \$268,106 for single-family residents and condos. Races in National City are as follows: 66.2% Hispanic, 18.4% Asian, 9.7% White, 4.2% African/American. Our school serves free breakfast and lunch to all of our students kindergarten through 6th grade.

Enrollment Trends and Expectations for the future

National School District is a district with declining enrollment and very little housing development growth. Therefore, our schools have had to deal with ADA hardships and budgetary adjustments. In addition, there are two charter schools in the area and some of our students have opted for this educational option. The charter schools in the area are Beacon Charter and Integrity Charter.

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. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

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

Principals are in classrooms 3-4 times per week. In addition, ELAC, SSC, community visitors and district office personnel make regular visits to our classrooms.

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

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

1) Instructional Practices

ELD-All students are deployed based on their English language needs as evidenced by the state ELPAC data at least five days per week. An emphasis is placed on the listening and speaking portion of the ELPAC data to group students and our curriculum is based on SELD (Systematic English Language Development) in grades K-6. Students deploy from 8:20 – 9:00 am daily and they are grouped based on their “speaking” and “listening” proficiency levels on their most recent ELPAC assessments. If a student is in a lower proficiency level, he or she may be grouped with a student above or below their current grade level.

Language Arts- All teachers utilize the district adopted Benchmark and the 100 book challenge by ARC language arts materials as core during our language arts block. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to the Benchmark and ARC core materials and the opportunities for differentiated instruction in small group, students have access to an electronic reading practice instructional tool through Renaissance Place. Through Renaissance Place students have the ability to access the accelerated reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Lincoln Acres School utilize this program very effectively in order to motivate them to read at their level on a daily basis. In addition to the software used by students to increase their reading abilities through the use of Accelerated Reader, students also utilize the SuccessMaker software program to support their literacy skills. SuccessMaker is accessed daily for :20 minute sessions based on their instructional level. One of the SuccessMaker features is IPM (initial placement mode) which, based on student responses at the beginning of their year, places students at their ability levels and monitors their progress throughout the school year. SuccessMaker is an independent learning system which supports students on all areas of literacy in grades K-6. A balanced literacy approach is incorporated during the language arts block of time on a daily basis. Research proven supplemental materials are utilized based on student need. SIPPS is utilized for students in need of additional phonics instruction. This school year, Lincoln Acres School is in year one of our three year STEAM strategic plan implementation. Teachers utilize science and social science resources to promote student engagement and to comply with the future of common core which outlines a balance of 50% literature and 50% informational text usage.

Mathematics- All students in grades K-6 receive mathematics instruction from our district adopted Go Math and UCI mathematics core math program. Just as in other areas of the curriculum, teachers differentiate their instruction based on formative assessment they gather while checking for understanding throughout their lessons. Throughout the lesson all components of the mathematics lesson are incorporated: warm up, concept development, guided practice, independent practice, problem solving, lesson closure, assessment and move into differentiation as needed. Throughout lessons teachers check for understanding and incorporate the “gradual release of responsibility” strategy to ensure concept attainment for all students. Through the use of formative as well as summative assessments, teachers also incorporate targeted teaching opportunities based on student need. SuccessMaker is also accessed by students daily for :20 minute sessions.

Writing- All students in grades K-6 are instructed daily in writing through the district adopted writing program Learning Headquarters. During the writing block teachers incorporate all five components of the Learning Headquarter’s strategies: a writing warm-up, demonstration writing, setting the stage, guided & independent writing and a celebration. This school year we will focus on opinion, informative/explanatory and narrative in keeping with the focus of common core. Teachers will focus on integrating writing across all areas of the curriculum throughout the day to prepare students to be college and career ready.

Physical Education- All students at Lincoln Acres School participate in daily physical education. The focus of our physical education program centers around Moderate to Vigorous Physical Activity (MVPA.)

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

Lincoln Acres School has an outstanding track record for being a data-driven school that bases their instruction based on student needs. In addition to our required formative and summative assessments we rely heavily on the reports yielded by our instructional software systems in place.

SuccessMaker- In grades K-6 we implemented the new Pearson SuccessMaker Program. This offers an array of monitoring reports to ensure students are on track to meet the 20-hour usage mark as well as for ensuring students are on track in terms of growth and achievement in both mathematics and reading. These reports have the capability of giving us mean time usage as well as gains on a daily basis if necessary.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy and vocabulary gains.

Renaissance Place- Renaissance Place allows us to monitor students' reading abilities, reading times as well as their mathematics levels and abilities. It also provides reports which teachers can provide to parents in order to communicate achievement levels effectively.

DIBELS/IDEL- This program allows us to progress monitor all students, but most especially our most vulnerable students through our RtI process. DIBELS/IDEL provides the ability to monitor and diagnose at a granular level. Once students are diagnosed and assessed the BURST component within DIBELS/IDEL develops lessons which are tailored for students' needs in the area of fluency, comprehension or phonemic awareness.

Illuminate- We continue to utilize our Illuminate student data system which was selected for teacher use. Illuminate allows teachers to create and analyze student assessments. This system is utilized to monitor student achievement at frequent intervals thus adjusting teaching strategies for maximum results.

5) Ongoing Instructional Assistance and Support for Teachers

As a goal for continuous improvement for lesson delivery, Lincoln Acres would like to move towards opportunities for teacher observations and modeling among peers. Teacher leaders have been identified to serve on district level Common Core State Standards committees to support peers as we move towards CCSS' implementation. All new teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first year of teaching.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers and impact teachers at Lincoln Acres School are highly qualified teachers based on No Child Left Behind requirements. All new teachers participate in a district developed boot camp where teachers review curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training from Learning Headquarters on how to teach writing based on the Common Core State Standards. In addition, many our staff members will participate in our district created common core committees in the area of writing, mathematics and language arts. This school year our teachers will be receiving many opportunities for staff development, so that our students are prepared for the rigors of common core standards. Several of our teachers are involved in rigorous curriculum design training. This will help advance our school in creating curricular units of study that align standards instruction and assesment. In addition, site teacher leaders have been selected to help in the district's vision of data team implementation. These seminars will teach a collaborative model for data-driven decision making at the instructional levels.

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

National School District through its hiring process, ensures that all teachers are appropriately credentialed at the point of hire. Professional development is offered by the district pertinent to the goals and objectives of the Local Control Accountability Plan.

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

Job embedded professional development occurs for all teachers five hours every month. During this release time, teachers review pre and post assessments related to Common Core State Standards, create lesson plans to promote the standards, and devise collaborative strategies for differentiation for those students who have not yet met standards.

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

As a goal for continuous improvement for lesson delivery, Lincoln Acres would like to move towards opportunities for teacher observations and modeling among peers. Teacher leaders have been identified to serve on district level Common Core State Standards committees to support peers as we move towards CCSS' implementation. All new teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first year of teaching.

7. 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 protected for teacher collaboration opportunities. All grade levels are released at least one day per month for the purpose of monitoring Tier I, II, and III student. During this collaboration time teachers agree upon best practices based on student progress through the use of data. This school year in keeping with the wishes of our LCAP committee and the use of LCFF our school district has implemented 2 hours and 15 minutes of teacher release time where they meet in grade level teams to implement the data teams process. Every other week teachers (1) collect and chart data, (2) analyze data and prioritize needs, (3) set and revise smart goals, (4) select instructional strategies, (5) determine results indicators.

Teaching and Learning

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

All teachers in the National School District use English Language Arts and Math Rigorous Units of Study. These units are aligned to the Common Core Standards, and provide opportunities for the standards to be presented to children at the advanced levels of rigor. The District has adopted "Go Math," a standards aligned math program, and is currently purchasing materials to support the ELA units of study.

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

English Language Arts: 60 minutes daily (Houghton Mifflin)

Writing: 60 minutes daily (Learning Headquarters)

Mathematics: 75 minutes daily (Go Math!)

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science is taught discreetly and also incorporated during language arts (Harcourt Brace)

Additionally, this year our school district has hired enrichment teachers who provide students with lessons in the arts, technology and physical education for two hours and fifteen minutes every other week

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

All teachers receive a pacing schedule for the math and English Language Arts Units of Study.

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

Core instructional materials include: HMH Go Math!, Benchmark and 100 book challenge by ARC, Harcourt Brace Social Studies, and interactive science

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

Successmaker, Imagine Learning, and Lingual Links are all intervention materials aligned to the Common Core State Standards.

Opportunity and Equal Educational Access

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

Lincoln Acres core instructional program includes double dosing of instruction with flexible grouping to meet the needs of underperforming students. Additionally, Lincoln Acres has a robust Response to Intervention Program which targets specific students who are not performing at standard.

14. Research-based educational practices to raise student achievement

All teachers at Lincoln Acres have been trained by the University of California's CRLP institute on best practices for English Learners and other struggling students.

Parental Involvement

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

The 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. We will be implementing the Latino Family Literacy Project for our EL students in K-1 for this first year.

16. 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 Lincoln Acres School Site Council participates in the development of the Single Plan for Student Achievement each year, as well as representing Lincoln Acres at the District led parent advisory council.

Funding

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

Intervention specialists, impact teachers, and professional development are funded through the SPSA.

18. Fiscal support (EPC)

The National School District allocates additional Local Control Accountability funds for all schools. These funds provide for before and after school classes, professional development, and the purchase of materials needed to improve educational opportunities for underachieving students.

Description of Barriers and Related School Goals

The barriers and related school goals are consistent with the research of low socio-economic communities and academic achievement. Through PBIS, we are overcoming any obstacles with student behavior. Our data and school climate has greatly improved.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	76	69	76	75	67	76	75	67	97.4	98.7	97.1
Grade 4	91	83	74	90	81	74	90	81	74	98.9	97.6	100
Grade 5	80	85	82	80	82	82	80	82	82	100	96.5	100
Grade 6	99	82	85	98	82	84	98	82	84	99	100	98.8
All Grades	348	326	310	344	320	307	344	320	307	98.9	98.2	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2421.2	2380.1	2418.6	22	14.67	14.93	26	16.00	29.85	26	29.33	31.34	25	40.00	23.88
Grade 4	2431.7	2432.1	2408.4	12	12.35	9.46	21	25.93	13.51	19	20.99	24.32	48	40.74	52.70
Grade 5	2473.9	2471.0	2458.7	9	9.76	7.32	31	29.27	29.27	21	23.17	21.95	39	37.80	41.46
Grade 6	2531.5	2509.9	2502.7	10	14.63	9.52	39	26.83	28.57	38	32.93	32.14	13	25.61	29.76
All Grades	N/A	N/A	N/A	13	12.81	10.10	30	24.69	25.41	26	26.56	27.36	31	35.94	37.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	13.33	11.94	55	30.67	59.70	29	56.00	28.36
Grade 4	10	17.28	8.11	40	41.98	48.65	50	40.74	43.24
Grade 5	13	10.98	13.41	46	50.00	51.22	41	39.02	35.37
Grade 6	14	17.07	8.33	48	50.00	51.19	38	32.93	40.48
All Grades	13	14.69	10.42	47	43.44	52.44	40	41.88	37.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	13.33	16.67	49	33.33	46.97	33	53.33	36.36
Grade 4	11	12.35	6.76	48	41.98	37.84	41	45.68	55.41
Grade 5	18	17.07	8.54	45	51.22	43.90	38	31.71	47.56
Grade 6	19	19.51	12.05	63	48.78	57.83	17	31.71	30.12
All Grades	17	15.63	10.82	52	44.06	46.89	32	40.31	42.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	12.00	17.91	67	62.67	61.19	18	25.33	20.90
Grade 4	10	11.11	6.76	69	61.73	68.92	21	27.16	24.32
Grade 5	9	13.41	7.32	68	62.20	63.41	24	24.39	29.27
Grade 6	11	12.20	4.82	78	65.85	73.49	11	21.95	21.69
All Grades	11	12.19	8.82	71	63.13	66.99	18	24.69	24.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	18.67	32.84	47	46.67	46.27	20	34.67	20.90
Grade 4	19	14.81	8.11	49	50.62	52.70	32	34.57	39.19
Grade 5	29	23.17	19.51	49	45.12	46.34	23	31.71	34.15
Grade 6	31	24.39	24.10	57	53.66	55.42	12	21.95	20.48
All Grades	28	20.31	20.92	51	49.06	50.33	22	30.63	28.76

Conclusions based on this data:

1. Ninety-eight percent of all of our students in grades 3rd - 6th grades were administered the CAASPP assessments. At Lincoln Acres School our third grade program demonstrated the most growth between 2015 and 2016. In English language arts the exceeds standard and standard met, increased by fourteen percentile points and nearly met and not met decreased a total of nineteen percentile points. Although 3rd grade experienced the most growth, all other grade levels demonstrated positive trends as well in all areas. 4th: 12 percentile points of increase in the top two bands and 13 percent of students moved up from the bottom two bands, 5th: 7 percentile points of increase in the top two bands and mixed results in the bottom two bands due to increases in the not met category by 11 percentile points. 6th: 17 percentile point increase in the top two bands and 17 percent of students moved up from the bottom two bands. CAVEAT: These results are not a reflection of matched scores per pupil, but rather an all student accounting.
2. According to a deeper look at claims in the area of English language arts clearly delineates the area of our next steps. The focus of our work must continue to include a strong emphasis on close reading, a refinement of writing skills and the continued focus on academic vocabulary. It is clear that our classroom strategies and lesson planning must continue to be grounded in priority standards as well as the college and career anchor standards. Imperative in these conclusions, is the understanding that although the CAASPP program does not include K-2, a strong foundational skills program at these levels have a direct correlation on future CAASPP findings.
3. Plans this school year include intervention in the lower grades for students struggling with foundational skills according to local measures. Teachers will continue to meet for 2.5 hours every two weeks to review student achievement data and progress towards meeting grade level standards. During these professional development/collaborative grade level meetings teachers will continue to focus on developing teaching lessons which will support growth towards claims outlined in California Common Core standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	76	69	76	76	67	76	76	67	97.4	100	97.1
Grade 4	92	83	74	91	81	74	91	81	74	98.9	97.6	100
Grade 5	80	85	82	80	83	82	80	83	82	100	97.6	100
Grade 6	99	82	85	99	82	84	99	82	84	100	100	98.8
All Grades	349	326	310	346	322	307	346	322	307	99.1	98.8	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2424.4	2404.1	2437.9	11	13.16	22.39	38	23.68	37.31	32	30.26	16.42	20	32.89	23.88
Grade 4	2425.4	2441.7	2422.5	4	4.94	1.35	12	24.69	17.57	47	35.80	36.49	36	34.57	44.59
Grade 5	2446.4	2445.5	2432.1	1	4.82	1.22	11	9.64	7.32	29	31.33	30.49	59	54.22	60.98
Grade 6	2505.6	2488.5	2479.1	7	7.32	7.14	20	19.51	16.67	42	35.37	32.14	30	37.80	44.05
All Grades	N/A	N/A	N/A	6	7.45	7.49	20	19.25	18.89	38	33.23	29.32	36	40.06	44.30

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	19.74	38.81	46	39.47	34.33	28	40.79	26.87
Grade 4	8	11.11	5.41	30	33.33	32.43	63	55.56	62.16
Grade 5	3	9.64	4.88	26	16.87	18.29	71	73.49	76.83
Grade 6	15	13.41	10.71	37	35.37	36.90	47	51.22	52.38
All Grades	13	13.35	14.01	35	31.06	30.29	53	55.59	55.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	17.11	23.88	46	46.05	49.25	30	36.84	26.87
Grade 4	7	14.81	6.76	41	37.04	44.59	53	48.15	48.65
Grade 5	3	6.02	6.10	28	40.96	28.05	70	53.01	65.85
Grade 6	12	9.76	7.14	52	46.34	40.48	36	43.90	52.38
All Grades	11	11.80	10.42	42	42.55	40.07	47	45.65	49.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	25.00	34.33	68	42.11	49.25	14	32.89	16.42
Grade 4	8	14.81	6.76	56	44.44	40.54	36	40.74	52.70
Grade 5	5	9.64	1.22	43	38.55	40.24	53	51.81	58.54
Grade 6	10	14.63	11.90	57	43.90	39.29	33	41.46	48.81
All Grades	10	15.84	12.70	56	42.24	42.02	34	41.93	45.28

Conclusions based on this data:

1. Our mathematics program requires much attention. Once again, our third grade students demonstrated the most growth with mixed results in the remainder of the grade levels. 3rd: 27 percentile points of increase in the top two bands and 25 percent of students moved up from the bottom two bands. 4th: 2 percentile points of increase in the top two bands and 18 percent of students moved up from not met band into the nearly met band. 5th: Only 12% made it into the top two bands and there was a regression in growth by 1% and there was an increase of 15 percent of students dropping into the not met band. 6th: 6 percentile points of increase in the top two bands and 7 percent of students moved up from the bottom two bands.
2. There is definitely work to be done in the area of mathematics. As far as focus areas go, there is room for improvement in all mathematical claims, so there is no one area which deserves more attention than another.
3. We will continue to make mathematics our data teams focus for the current school year.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1417.5	1432.1	1383.1	74
Grade 1	1450.2	1449.6	1450.3	57
Grade 2	1491.2	1491.5	1490.3	59
Grade 3	1486.8	1481.3	1491.9	40
Grade 4	1496.7	1485.4	1507.5	28
Grade 5	1518.1	1500.4	1535.4	17
Grade 6	1502.1	1485.0	1518.8	20
All Grades	1467.0	1466.6	1462.0	295

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	17.57	24	32.43	30	40.54	*	*	74
Grade 1	23	40.35	12	21.05	*	*	13	22.81	57
Grade 2	34	57.63	13	22.03	*	*	*	*	59
Grade 3	*	*	19	47.50	12	30.00	*	*	40
Grade 4	*	*	15	53.57	12	42.86	*	*	28
Grade 5	*	*	13	76.47	*	*	*	*	17
Grade 6	*	*	*	*	*	*	*	*	20
All Grades	76	25.76	102	34.58	80	27.12	37	12.54	295

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	23	31.08	31	41.89	14	18.92	*	*	74
Grade 1	24	42.11	13	22.81	*	*	13	22.81	57
Grade 2	39	66.10	12	20.34	*	*	*	*	59
Grade 3	*	*	16	40.00	*	*	*	*	40
Grade 4	*	*	12	42.86	*	*	*	*	28
Grade 5	*	*	*	*	*	*	*	*	17
Grade 6	*	*	*	*	*	*	*	*	20
All Grades	117	39.66	95	32.20	54	18.31	29	9.83	295

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	11	14.86	38	51.35	16	21.62	74
Grade 1	20	35.09	13	22.81	*	*	16	28.07	57
Grade 2	27	45.76	15	25.42	*	*	12	20.34	59
Grade 3	*	*	11	27.50	13	32.50	16	40.00	40
Grade 4	*	*	*	*	15	53.57	*	*	28
Grade 5	*	*	*	*	*	*	*	*	17
Grade 6	*	*	*	*	*	*	*	*	20
All Grades	63	21.36	71	24.07	90	30.51	71	24.07	295

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	27	36.49	42	56.76	*	*	74
Grade 1	29	50.88	21	36.84	*	*	57
Grade 2	44	74.58	12	20.34	*	*	59
Grade 3	11	27.50	26	65.00	*	*	40
Grade 4	*	*	20	71.43	*	*	28
Grade 5	*	*	*	*	*	*	17
Grade 6	*	*	16	80.00	*	*	20
All Grades	127	43.05	146	49.49	22	7.46	295

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	28	37.84	35	47.30	11	14.86	74
Grade 1	24	42.11	22	38.60	11	19.30	57
Grade 2	37	62.71	17	28.81	*	*	59
Grade 3	14	35.00	18	45.00	*	*	40
Grade 4	14	50.00	12	42.86	*	*	28
Grade 5	*	*	*	*	*	*	17
Grade 6	*	*	11	55.00	*	*	20
All Grades	131	44.41	124	42.03	40	13.56	295

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	52	70.27	13	17.57	74
Grade 1	24	42.11	19	33.33	14	24.56	57
Grade 2	28	47.46	20	33.90	11	18.64	59
Grade 3	*	*	23	57.50	17	42.50	40
Grade 4	*	*	21	75.00	*	*	28
Grade 5	*	*	12	70.59	*	*	17
Grade 6	*	*	*	*	14	70.00	20
All Grades	67	22.71	151	51.19	77	26.10	295

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	23	31.08	31	41.89	20	27.03	74
Grade 1	15	26.32	29	50.88	13	22.81	57
Grade 2	21	35.59	27	45.76	11	18.64	59
Grade 3	*	*	23	57.50	13	32.50	40
Grade 4	*	*	22	78.57	*	*	28
Grade 5	*	*	*	*	*	*	17
Grade 6	*	*	16	80.00	*	*	20
All Grades	77	26.10	155	52.54	63	21.36	295

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LCAP Goal #1: ELA Increase Student Achievement Via infusing literacy into Innovation & STEAM
SCHOOL GOAL #1:
For the 18-19 school year CAASPP results will reflect increases in change category for all sub-groups as reflected by 5x5 placement report. We hire two additional Impact Teachers to provide additional small group, Tier 2, interventions in Reading.
Data Used to Form this Goal:
California Schools Dashboard Status and Change Reports Guiding Questions: 1. Why did students perform better in listening, speaking and research & inquiry than in reading and writing? 2. Why did students perform slightly better in writing than in reading? 3. How near is near? 4. How will our Literacy adoption (Benchmark and ARC- 100 book challenge)and data teams help increase student achievement as it relates to SBAC and in preparing children for college and career readiness? 5. What do these scores tell us about our teaching strategies as they relate to the implementation of common core?

Findings from the Analysis of this Data:

One hundred percent of our students in grades 3rd - 6th grades were administered the CAASPP assessments. Following is a quick look at longitudinal trends for Lincoln Acres in the past three years in the met & exceeded categories:

Third Grade: (15-16) 48%, (16-17) 31%, (17-18) 45%
Fourth Grade: (15-16) 33%, (16-17) 38%, (17-18) 23%
Fifth Grade: (15-16) 40%, (16-17) 39%, (17-18) 36%
Sixth Grade: (15-16) 49%, (16-17) 42%, (17-18) 39%

When you look at data by cohorts over the three years the data looks as follows:

Cohort #1=48% to 36% (-) Cohort #2=33% to 39% (+) Cohort #3=40% to 42% (+)

ELA- During the 2016-17 end of year CAASPP results were as follows:
All students: Status- Low 35.3 below 3 Change- Declined -17
English learners: Status- Low 37.5 below 3 Change- Declined -13.3
Homeless: Status- Low 55.3 below 3 Change- Maintained -22.6
SED: Status- Low 38.3 below 3 Change- Declined -16.4
SWD: Status- Very Low 131.2 below 3 Change- Declined -18.2
Hispanic: Status- Low 37.7 below 3 Change- Declined -18.4

It appears that half the points gained in 2017 slipped back a year later.

How the School will Evaluate the Progress of this Goal:

As a staff we will begin the work of reviewing TOMS data. We will take a deep dive into analyzing our historical CAASPP data and identify target trends. We will identify target needs, professional development next steps, and materials needed to close the achievement gap.

Who are the focus students and what is the expected growth?

Focus students will be identified through our RtI process, data teams assessments as well as interim assessment results.

How does this goal align to your Local Educational Agency Plan goals?

This goal aligns to our Local Education Agency Plan by integrating the content areas of STEAM with Literacy.

Which stakeholders were involved in analyzing data and developing this goal?

Teachers, Language Arts Specialists, Principals, Assistant Principal, and School Site Council analyzed the above assessments and drew conclusions from the results of the assessments.

What data will be collected to measure student achievement?

Data used for RtI students, authentic assessments, STAR reading data, running records and interim CAASPP assessments.

Actions to improve achievement to exit program improvement (if applicable).

Double dosing of reading instruction, before and after school assistance, Tier II services from Language Arts Specialists and Impact teachers will assist in improving student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>1. Instructional Practice consistent with Content Standards and Strategic Plan:</p> <p>· Teachers meet (RTI) monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model for our Tier II & Tier III students.</p> <p>Teachers collaborate in Data Teams to review formative/ summative data and to plan instruction around the integration of the common core standards in ELA for 2:15 hours every other week</p>	<p>daily</p> <p>7/18-5/19 (Substitutes)</p> <p>monthly checks</p>	<p>Principal, Asst. Principal</p> <p>LAS, Principal, Asst. Principal</p> <p>Principal, Asst. Principal</p>	<p>Release for Substitutes</p> <p>District LCAP funding, no site funding required</p>	LCFF	5500
<p>2) Professional Development and Data Teams Collaboration</p> <p>Annual maintenance agreement for copiers so that teachers have CCSS materials at the ready for students.</p>	<p>ongoing</p> <p>7/2018-5/2019</p>	<p>Principal, Asst. Principal</p> <p>Principal</p>		LCFF	12,166

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3) Extended Learning Time Seven before school intervention classes have been set up to support students who have low test scores.	11/8/18 –4/19	Principal, teachers	Teachers salaries for before and after school classes		LCFF	12000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4) Increased Educational Opportunity</p> <p>Four impact teachers support students during the instructional day to increase their reading abilities using research proven methods.</p> <p>Provide additional time for impact teachers to support RtI students & release for teacher coaching/modeling</p> <p>Retain the services of an LAS to support students in need of additional assistance in language arts, coordinate before/after school interventions programs.</p> <p>Replace aging furniture/equipment to ensure safety and adequate opportunities for differentiated instruction. (Reserves)</p> <p>-Additional computer reserves</p>	8/18-5/19	Principal, LA, Assistant Principal	Salary of Impact Teachers		LCFF	95151
			LAS Salary		Title I	116816
	8/18-5/19	LAS, Principal	Computer Purchases and reserves			
	7/18-6/19	Principal, Assistant Principal, Teachers				
	As needed throughout the 2018-19 school year	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5) Involvement of Parents, Staff and Community</p> <p>Parents receive updates regularly through parent meetings, parent nights, ELAC, School Site Council, Monthly Coffee with the Principal.</p> <p>Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system</p> <p>Counselor provides group, family and 1/1 counseling therapy for all students identified as having mental health needs.</p>	7/18-6/19	Principal	Cost of Call Out System			
			Social Worker/Counselor Salary		LCFF	39180
					Title I	14401
		Counselor/Social Worker			LCAP	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Instructional Technology Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system	Throughout school year, daily	Principal	Perpetual licenses paid for by District Tech Liaison Stipend		Title I Title I	2250
Retain the services of two site technology liaison to support teachers with all of our learning software systems.	7/2018-5/2019	Tech Liaison	Lincoln Acres contribution to Tech Support Salary		LCFF	7834
Budget money for computer repairs for technology that is no longer under warranty.	As needed	Principal				
Retain Services of the District Office MIS department to maintain hardware and software in optimum working condition in order to maximize instructional time.	As needed	Principal, Tech Support personnel				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/LCAP GOAL:
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #2:
For the 18-19 school year CAASPP results will reflect increases in change category for all sub-groups as reflected by 5x5 placement reports.
Data Used to Form this Goal:
CAASPP Assessment, STAR Math, RCD Post Assessments
Guiding Questions: 1. Why did students perform better in listening, speaking and research & inquiry than in reading and writing? 2. Why did students perform slightly better in writing than in reading? 3. How near is near? 4. How will RCD and data teams help increase student achievement as it relates to SBAC and to preparing children for college and career? 5. What do these scores tell us about our teaching strategies as they relate to the implementation of common core? What instructional strategies do we need to improve upon? What teaching strategies are working for us?

Findings from the Analysis of this Data:

One hundred percent of our students in grades 3rd - 6th grades were administered the CAASPP assessments. Following is a quick look at longitudinal trends for Lincoln Acres in the past three years in the met & exceeded categories:

Third Grade: (15-16) 49%, (16-17) 37%, (17-18) 59%

Fourth Grade: (15-16) 16%, (16-17) 30%, (17-18) 19%

Fifth Grade: (15-16) 12%, (16-17) 15%, (17-18) 8%

Sixth Grade: (15-16) 27%, (16-17) 27%, (17-18) 24%

When you look at data by cohorts over the three years the data looks as follows:

Cohort #1=49% to 8% (-) Cohort #2=16% to 24% (+) Cohort #3=12% to 27% (+)

In reviewing the data, all of the grade levels from 2016 to 2018 appear to be losing, rather than gaining ground. A slightly different lens and review of the data does show increases when reviewed by cohorts. A look at the 5 x 5 will be interesting as it will give a better idea of matched score data.

Mathematics- For 2016-17 end of year CAASPP results were as follows:

All students: Status- Low 55.7 below 3 Change- Declined -6.6

English learners: Status- Low 54.85 below 3 Change- Declined -5.3

Homeless: Status- Low 71.1 below 3 Change- Maintained -1.4

SED: Status- Low 56.2 below 3 Change- Declined -3.9

SWD: Status- Very Low 140.1 below 3 Change- Declined -19.3

Hispanic: Status- Low 59.1 below 3 Change- Declined -9.8

It appears that half the points gained in 2017 slipped back a year later.

How the School will Evaluate the Progress of this Goal:

The principal will monitor through visits to Data Teams, teacher-principal quarterly meetings, and monthly assessment data review with the vice principal.

Who are the focus students and what is the expected growth?

All students not currently at grade level on CAASPP.

How does this goal align to your Local Educational Agency Plan goals?

LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards

Which stakeholders were involved in analyzing data and developing this goal?

Teachers, Language Arts Specialists, Principals, Vice Principal, and School Site Council analyzed the above assessments and drew conclusions from the results of the assessments.

What data will be collected to measure student achievement?

STAR Math, RCD Post Assessments

Actions to improve achievement to exit program improvement (if applicable).

Double dosing in small groups during class time, before and after school intervention classes if available, intersession attendance if applicable. In Language Arts we have adopted Benchmark and through American Reading Company the 100 day Reading challenge. In Math we have adopted the University California Irvine Math program. We hire two additional Impact Teachers to provide additional small group, Tier 2, interventions in Math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1) Instructional Practice consistent with Content Standards and Strategic Plan</p> <p>Teachers meet (RCD) biweekly in grade teams to analyze data, progress monitor students and plan lessons according to the district's leadership and learning date teams model in math according to TOMS target claims. Teachers will meet to collaborate in Data Teams to review formative/summative data and to plan instruction around the integration of the common core standards in Math for 2:15 hours every other week</p>	<p>All year long, 2 times per month, per District Schedule</p>	<p>Ed Services, Principal Grade level teams</p>	<p>Data Teams are district supported through LCAP funds</p> <p>Cost indicated in Goal 1, section 1</p>		<p>LCAP</p>	<p>5000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2) Professional Development and Data Team Collaboration			Cost of substitute teachers		LCAP	5000
·Engage members of math common core committee in developing common core demonstration lessons in order to begin the implementation and discourse.	At monthly meetings and during staff and early out Thursdays, 7/2018-5/2019		UCI Math training		School Wide Program (SWP)	
Purchase math materials which will support common core shifts. UCI Math Program	11/2018-06/2019		Cost of materials		LCAP	5000
Collaborate with University of California San Diego to provide professional development sessions for teachers to implement Number Talks by Sherry Parish and Making Number Talks Matter by Kathy Humphries and Ruth Parker in order to increase our low math test scores.	1/11/2019-06/05/2019		UC San Diego will work in partnership with Lincoln Acres at no cost to the site			
ELA adoption Benchmark and ARC 100 day Reading challenge	1/2018-4/2018		Cost of professional literature to be purchased		LCAP	
Purchase Number Talks paperbacks for each classroom teacher to prepare for the professional development sessions to be provided	7/2018-2019		Paid for by Trustey Fellowship Grant			
Allow our 5th and 6th grade teachers to attend the Trustey STEM Fellowship in Notre Dame for the next 2 1/2 years.						
All grade levels will collaborate to develop a STEAM integrated unit with the support and guidance of our Trustey STEM fellowship teachers						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3) Extended Learning Time Provide before/after school intervention classes to support low test scores in mathematics in a real-life engaging way.	1/2018-4/2019		Cost of teacher salaries for after school support		LCAP	5000
4) Increased Educational Opportunity Purchase instructional materials to support core curriculum and differentiated instruction	7/18-6/19	Principal	Cost for materials Materials specific to mathematics intervention, small group usage		LCAP	4000
Purchase materials which will support common core shifts, STEAM integration and the development of a MakerSpace classroom to include furniture & materials.	7/18-6/19	Classroom teachers, Principal, Assistant Principal			LCAP	2500
Provide opportunities for teachers to create and develop materials for STEAM Discovery Days	9/18 and 2/19	Classroom teachers, Principal, Vice Principal			LCAP	1500
		Classroom teachers, Principal, Vice Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5) Involvement of Parents, Staff, and Community</p> <p>Students are recognized with certificates, trophies and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement and the results of annual State testing</p> <p>Parents attended a CCSS mathematics parent engagement session. They received training on the rigors of the mathematics standards as well as a hands on activity where problem-solving was highlighted. Afterwards, parents attended a hands on math lesson with their child's teacher. Parents received a light breakfast and a goody bag with math materials which they could use at home with their children.</p> <p>Parents will attend a STEAM parent evening</p>	<p>7/18-6/19</p> <p>Once a month, 7/18-6/19</p>	<p>Principal, classroom teachers organize the math parent engagement meetings</p> <p>Principal, classroom teachers</p> <p>Principal, classroom teachers and district resource teachers</p>	<p>Costs for refreshments, materials</p> <p>Cost for breakfast and goody bags for parents. Also the cost for the STEAM evening materials needed for the STEAM night</p>	<p>LCAP</p> <p>LCAP</p> <p>LCAP</p>	<p>1,000.00</p> <p>1000</p> <p>5000</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6) Instructional Technology</p> <p>Students in grades K-6 receive :20 of math instruction via our SuccessMaker independent learning software system</p> <p>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</p>	<p>Daily</p> <p>7/18-6/19</p>	<p>Principal</p> <p>Principal, Site Liaison</p>	<p>Costs indicated in Goal 1, section 6</p>			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Writing
LEA/LCAP GOAL:
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #3:
By the end of the 2018-19 school year, 30% of all students will score at, near or above grade level on the CAASPP writing claim.
Data Used to Form this Goal:
CAASPP Writing Claim scores, student writing samples Guiding Questions: 1. Why did students perform better in listening, speaking and research & inquiry than in reading and writing? 2. Why did students perform slightly better in writing than in reading? 3. How near is near? 4. How will RCD and data teams help increase student achievement as it relates to SBAC and to preparing children for college & career? 5. What do these scores tell us about our teaching strategies as they relate to the implementation of common core?
Findings from the Analysis of this Data:
Less than 30% of Lincoln Acres students scored at, near or above on the CAASPP writing claim.
How the School will Evaluate the Progress of this Goal:
Performance on District provided writing prompts as well as on piloted ELA Units of Study Engaging Learning Experiences.
Who are the focus students and what is the expected growth?
All students will benefit from targeted writing instruction. English Learners will be targeted during Data Team discussions, as well as other students who are struggling with writing on the RCD ELEs.
How does this goal align to your Local Educational Agency Plan goals?
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
Which stakeholders were involved in analyzing data and developing this goal?

Teachers, Language Arts Specialists, Principal, Vice Principal, School Site Council

What data will be collected to measure student achievement?

Writing prompts from RCD ELEs, other designated teacher assignments.

Actions to improve achievement to exit program improvement (if applicable).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1) Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers meet regularly in vertical teams at staff meetings, collaboration Thursdays and site days to review student writing artifacts. During these sessions teachers have the opportunity to calibrate their practices.</p> <p>Each teacher will have access to a classroom ipad to facilitate student engagement strategies throughout the day.</p> <p>During our staff, site and collaboration meetings, teachers will calibrate their writing practices in grade level as well as in vertical teams. Based on the outcomes of our collaboration next steps for continuous improvement of our writing program will be developed.</p> <p>New ELA adoption, Benchmark, has a Writing component.</p>	7/18-6/19	Principal	<p>Funding accounted for in Goal 1, section 1</p> <p>Materials for a school-wide tool kit of must haves for writing enhancement.</p> <p>Funding accounted for by the district.</p>		LCFF	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2) Professional Development and Data Team Collaboration: Annual maintenance agreement for copiers so that teachers have writing CCSS materials at the ready for students.	7/18-6/19	Principal	See ELA Goal			
3) Extended Learning Time: Contract consultants from Tree of Knowledge to provide additional supports for students who are below standards	1/18 – 4/19	Principal, intervention teachers	If Needed			
4) Increased Educational Opportunity Maintain an outdoor learning space where students can study plant life cycles, write about their learning and that will support the NGSS standards.	7/18-6/19	Principal, teachers	Materials		Title I	1000
5) Involvement of Parents, Staff and Community						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6) Instructional Technology</p> <p>Teachers will prepare students to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	1/18 - 6/19	Principal, teachers	No related cost			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
LCAP Goal #1: English Learners are prepared to compete in a global society
SCHOOL GOAL #4:
By the end of the 2018-19 school year, 35% of all students will be above, at or near on the CAASPP ELA Assessment
Data Used to Form this Goal:
ELPAC yearly assessment, Title III report
Findings from the Analysis of this Data:
<p>There appears to be an increase over a five year span in the level of beginning levels here at Lincoln Acres. This would have to mean that either more students are entering U.S. schools in grades K-3 or that students entering our school since 2012 have lower English competency. On the flip side, the level of early advanced has maintained over the five year span and the advanced column has increased by 3 percentile points over the past five years.</p> <p>This school year our AMAO #1 target as set forth by the state of California was missed by a mere 2.3%. However, AMAO2a and AMAOb was met in both areas. Our school has been very consistent over the past four years in the implementation of the Systematic English Language Development program which is carried out in grades TK – 6th grade four days a week.</p> <p>English Learner Progress: Status was Medium 71.5% and Change Increased 4.6%</p>
How the School will Evaluate the Progress of this Goal:
Writing samples, Systematic ELD assessments, Disaggregated monthly STAR Reading assessment results
Who are the focus students and what is the expected growth?
Priority ELD Students
How does this goal align to your Local Educational Agency Plan goals?
LCAP Goal #1: English Learners are prepared to compete in a global society
Which stakeholders were involved in analyzing data and developing this goal?

Teachers, Language Arts Specialists, Principal, Vice Principal, School Site Council

What data will be collected to measure student achievement?

Systematic ELD assessments, Disaggregated monthly STAR Reading assessment results

Actions to improve achievement to exit program improvement (if applicable).

Lincoln Acres will initiate a "Reclassification Academy" after school. We will purchase materials and training from the Latino Literacy Project and begin home visits in our community to support student learning and work with parents on how they can help their children in Reading in both Spanish and English.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Instructional Practices Consistent with Content Standards and Strategic Plan			Data Teams time through District funding			
Teachers collaborate to review formative/summative data and to plan instruction around challenging standards	7/18-6/19	Classroom Teachers	EL Liaison stipend			1,125
Retain services of an English learner liaison to ensure the proper implementation of our districts's EL Master Plan.	7/18-6/19	EL Liaison	Assessment Center Personnel		Title I	4760
Budget money for CELDT support so that students receive their assessments once per year. This will allow teachers to inform their instruction during ELD.	7/18-6/19 12/2018-06/2019	Assessment Center Support Principal/Teachers	ELD/ Literacy Program		Title I	2000
Purchase program from the Latino Literacy Project to support ELL beginning with K-1.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2) Professional Development and Data Team Collaboration Time</p> <p>Annual maintenance agreement for copiers so that teachers have CCSS materials at the ready for students.</p>	7/18-6/19	Principal				
<p>3) Extended Learning Time</p> <p>Provide after school reclassification academies for ELL & LTEL students with an emphasis on writing in order to increase ELPAC scores and numbers of students being reclassified.</p>	7/18-6/19	Principal & LAS	Cost of teacher salaries		LCFF	6000
<p>4) Increased Educational Opportunity</p> <p>Purchase materials which will support common core shifts.</p> <p>Every other week students in grades TK – 6th will receive enrichment opportunities in visual and performing arts, physical education and technology based on the California State Standards. Lessons will include opportunities to learn Tier II & Tier III academic vocabulary.</p> <p>Alternative Supports for LTELS and ELL students - Retain consultant services of theatre company to provide drama and speaking opportunities for language learners in an intensive</p>	<p>7/18-6/19</p> <p>7/18-6/19</p> <p>7/18-6/19</p>	Enrichment Teacher Salary	District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)							
			Description	Type	Funding Source	Amount				
<p>5) Involvement of Parents, Staff and Community</p> <p>Provide refreshments and materials for parents to receive during the CCSS parent engagement sessions.</p> <p>Select and send parents to attend the annual CAFE mini conference developed for parent engagement.</p> <p>Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system</p> <p>Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.</p> <p>Two SET teachers to attend the annual CAFE Conference.</p>	7/18-6/19		<p>Cost of refreshments, CAFE registration and incentives for students who are reclassified</p> <p>CAFE Registration</p> <p>Incentives for reclassified students</p>		LCFF	1000	LCFF	1000	LCFF	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Instructional Technology Retain the services of the district Technology Resource Teachers to give on-going technology training for teachers during our Technology Tuesdays.	8/18-5/19		No Cost			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Students with Disabilities
LEA/LCAP GOAL:
In the area of ELA, our Students with Disabilities (SWD) increased by only 3.3 percent, and the average of all scores is 114 points below the proficient level. In math, SWD showed 0 growth toward proficiency, and the average of all scores was 113 points below proficient level.
SCHOOL GOAL #5:
#1 By 18-19 12% of mild/moderate and RSP students will demonstrate met and exceeded standards on ELA as measured by CAASPP on the 2018 Testing. #2 By 18-19 13% of mild/moderate and RSP students will demonstrate met and exceeded in Mathematics as measured by CAASPP 2018 Testing #3 By 18-19 10% of moderate/severe students will demonstrate met and exceeded in Math & ELA on the CAASPP (CAA) 2018 Testing.
Data Used to Form this Goal:
California Department of Education CAASPP 2017 data as well as Dashboard data will be used to formulate this goal. ELA-SWD: Status- Very Low 131.2 below 3 Change- Declined -18.2 Math-SWD: Status- Very Low 140.1 below 3 Change- Declined -19.3
Findings from the Analysis of this Data:
Data for Students with Disabilities is significantly low. Status demonstrates over 100 points below 3 and Change demonstrates between 18 and 19 points in decline in both Math and ELA.
How the School will Evaluate the Progress of this Goal:
Lincoln Acres School will continue to progress monitor our SWD population through local measures as well as state testing. Triennials, annuals and IEP meetings as needed will be held according to timelines to address academic as well as socio-emotional student needs.
Who are the focus students and what is the expected growth?
All SWD will be the focus of the expected growth.
How does this goal align to your Local Educational Agency Plan goals?
Which stakeholders were involved in analyzing data and developing this goal?
Stakeholders involved in analyzing this data were our mild/moderate as well as our moderate/severe teachers, our psychologist, counselor and our resource specialist.
What data will be collected to measure student achievement?

Progress will be monitored through the analysis of formative assessments, local measures, state testing as well as progress towards Individualized Educational Plan goals.

Actions to improve achievement to exit program improvement (if applicable).

We will have at minimum 50% inclusion.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Data Teams</p> <p>In data teams teachers collaborate around: engagement strategies, universal design for learning, differentiated instruction and how it impacts the learning process for students with disabilities</p> <p>Teachers and administration use dashboard, local and formative assessments to plan lessons to support of student IEP goals.</p>	On-going 2018-2019	Director Student Support Services	In monthly data team meetings and during early release job - alike meetings teachers attend focused meetings	None Specified	District Funded	
<p>IEP Meetings</p> <p>Provide on the clock release time for special education teachers as well as general education teachers to attend all IEPs in order to be compliant.</p>	7/2018-6-2019	IEP, 504 and SST Case Managers	Cost of substitute teachers		Title I	4,000
<p>Involvement of parents, staff and community</p> <p>Publish a monthly newsletter to support parents of students with disabilities with resources, strategies for challenging behaviors, academic supports, social skills, functional skills and daily living skills which will move them towards independence living and contributing members of society.</p>	2018-2019	Certificated Staff & District Translator	A monthly newsletter will be published for parents bilingually and distributed to all parents of students with disabilities		District Funded	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> English Learners Students with Disabilities All Students <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups <p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> Each group will progress between five and 10 points toward "level three" on the California Dashboard. <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> Renaissance STAR universal exams Learning Headquarters writing assessments Site Assessments- HM, EnVision, Writing on demand assessments Teacher generated assessments RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners Successmaker will be used to support ELA and math instructional programs Tech support for computers ELCAP Assessment Support 						
					LCFF	5000
					LCFF	7,834.00
					LCFF	4,670

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Reading, Math, and ELD
SCHOOL GOAL #2:
Lincoln Acres will achieve our goals in Reading, Math, and ELD through continued, strategic, professional Development,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Benchmark	2018-2019	District Office, Principal	Training to use the new Literacy adoption	5800: Professional/Consulting Services And Operating Expenditures	LCAP	10,000
American Reading Company	2018-2019	District Office, Principal	Training to use the new Literacy adoption-Independent Reading	5800: Professional/Consulting Services And Operating Expenditures	LCAP	10,000
University California Irvine Math	2018-2019	District Office	Training to implement new Math adoption	5800: Professional/Consulting Services And Operating Expenditures	LCAP	10,000
ELA/ELD	2018-2019	District Office	Training to integrate ELD into ELA	5800: Professional/Consulting Services And Operating Expenditures	LCAP	5,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Writing
SCHOOL GOAL #3:
Lincoln Acres will show growth in Writing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials for a school-wide tool kit of must haves for writing enhancement.	2018/2019	Principal	Writing materials	4000-4999: Books And Supplies	LCFF	3500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #4:
Lincoln Acres will show growth in ELD.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Latino Family Literacy Program	2018/2019	Principal	Books and material	4000-4999: Books And Supplies	Title I	3000
Teacher home visits and parent training	2018/2019	Principal/ ELD Team	salaries	1000-1999: Certificated Personnel Salaries	Title I	5000
Professional Development	2018/2019	Principal/ELD Team	Program Professional development	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in SPED
SCHOOL GOAL #5:
Lincoln Acres will achieve 50% or higher inclusion.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborative time for general education teachers and special education teachers to plan (STEAM).	2018/2019	Special Education Team/Principal	additional planning time	1000-1999: Certificated Personnel Salaries	LCFF	5000
Additional supplies and materials	2018/2019	Principal	STEAM supplies ad materials	4000-4999: Books And Supplies	LCFF	15000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	184,331	0.00
Title I	143,227	-2,000.00
LCAP	40,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	40,000.00
LCFF	184,331.00
Title I	145,227.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCAP	40,000.00
	LCFF	184,331.00
	Title I	145,227.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	310,298.00
Goal 2	35,000.00
Goal 3	4,500.00
Goal 4	15,760.00
Goal 5	4,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Raymond Ruiz	X				
			X		
Marisol Rodriguez				X	
Gladys Osorio				X	
Elvia Lopez				X	
Maricela Villar				X	
Rhonda Lach				X	
Erica Carranza				X	
Mercedes Ramirez				X	
Sharlena Smith		X			
Monica Pintado-Mendez		X			
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School Site Council

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/29/2017.

Attested:

Raymond Ruiz

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date