School Year: **2024-25**

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 Middle School	19-64980-6061659	5/17/2023	May 22, 2024

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

Lincoln Middle School does not receive Title I Funding.

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 goals in the LMS SPSA are in alignment with our district LCAP goals. By successfully implementing and refining our School Leadership Team (SLT) plan, our school staff works together to achieve greater student outcomes for all students and our subgroups that are currently not meeting outlined benchmarks. We explicitly aim to increase outcomes for our students of color, as well as other sub groups (English Learners, Special Education) of student who have historically underperformed.

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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).

Olweus, Staff School Climate Survey, California Healthy Kids Survey, and Student Engagement Survey.

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

Every teacher on the evaluation cycle has a minimum of one formal observations (in some cases, two). Informal observations occur as well. All classes are visited informally during our school tours. Each year, our School Leadership Team (SLT) and teaching staff has at least one learning walk to visit classrooms as part of our monitoring of strategies implemented to support student learning. In addition, all departments have an opportunity to participate in Learning Rounds, allowing all teachers to observe their colleagues in effort to adopt other instructional strategies.

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)

See the LMS SLT Plan in the attachments.

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

Our School Leadership Team (SLT) consists of teacher representatives from all departments (Math, Science, Humanities, Visual and Performing Arts, Physical Education, Special Education, and Counseling). Our area of focus supports the students in our subgroups (African American, English Learners, Hispanic, Socio-Economic Disadvantaged & Special Education) who are not performing as well as others based on our CAASPP and other local measures (additional data points), while simultaneously stretching students who are meeting/exceeding benchmarks. In previous years, the LMS SSC determined that a focus on Differentiation would be most appropriate. Given the school's diversity, our instructional focus emphasizes differentiation, utilizing culturally responsive teaching strategies that account for the diverse learning needs of all LMS students

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet highly qualified requirements.

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

All teachers are fully credentialed and receive on-going professional development through the school year based on board adopted curriculum.

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

Staff development is focused on alignment with the CA Common Core State Standards, district initiatives, and supporting PLCs (who support student achievement). The SLT provides customization of professional development to meet site needs, including a concerted effort over the 2023-24 school year to engage/support all teachers in action-researh (i.e., cycles of inquiry).

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

There is one District Tech TOSA who support teachers with the integration of technology into their instructional programs. Three full-time administrators provide instructional coaching across all content areas. Our district content experts also assist teachers with curriculum support integration of best instructional practices into their daily routines. Facing History, a professional development partner, has provided Lincoln Middle School professional development to help support it's instructional focus, relevant to culturally relevant pedagogy.

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

Teachers consistently meet as grade levels to organize enrichment activities and ensure alignment with certain policies and procedures. Teachers are also organized in departmental and grade level/course Professional Learning Communities (PLCs). In PLCs teachers work through inquiry cycles focused on addressing an inquiry question about student learning that is based on lead and/or lag data. Through the cycle teachers analyze, design, implement and refine continually as they seek greater learning outcomes for students.

Teaching and Learning

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

Our curriculum is aligned to the California Content Standards. Grades 6 through 8 adopted new aligned Math materials in 2014. During the 2015-2016 school year, ELA teachers will participate in the selection of the new English adoption for SMMUSD. History materials were piloted and adopted during the 2018-19 school year. Science teachers adopted new science materials in 2021. This year, all science teachers have fully implemented the recently adopted Science Curriculum.

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

Lincoln Middle School exceeds the minimum number of instructional minutes required by the State of California.

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

The master schedule provides sufficient flexibility to support periods for intervention and teachers provide support before or after school during their office hours or during the homebase period. Additionally, through a school-wide paper ballot vote conducted the final days of the school year, Lincoln staff have voted to trial "Flex Time" in grades 7 and 8. By leveraging the schedule in such a manner, students will be offered a much more targeted intervention/enrichment opportunities (they can sign up to specific classes during Flex Time or can be invited by certain teachers to receive support during this 35 minute period twice a week).

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

All grades and subject materials are standards-based and LMS is William's compliant.

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

Appropriate materials are used.

Opportunity and Equal Educational Access

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

Differentiation and scaffolding are provided as part of Tier 1 Instruction. All teachers have office hours to assist students needing additional support. Our library is open before school and after school until 4:30pm (except Friday) and during lunch and nutrition so that students have access to a space and resources to support their learning. Many teachers provide additional support to students during the homebase period (or "Office Hours") as well.

Evidence-based educational practices to raise student achievement

See SLT plan for staff practices used to raise student achievement.

Parental Engagement

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

Counselors provide workshops to help parents learn how to navigate LMS so they can best support their students at home. Select students are invited to participate in MSST which provides additional resources and support to the student and family.

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)

Our School Site Council (SSC) has parity in the representation of staff & parents. The LMS English Learner Advisory Committee (ELAC) has represented current EL students and reclassified students. This year, the ELAC met four times throughout the year with greater representation than in years past to help determine supports for EL students.

Funding

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

We do not receive categorical funding.

Fiscal support (EPC)

Site Formula Funds, Lottery funds, and PTSA support. Due to reduction in the Ed Foundation contribution, LMS for the 23-24 school year has had to make reductions in the amount of approximately $40,000.

Educational Partner 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 from staff to the SPSA is provided through our School Leadership Team (SLT) which consists of elected representatives from our faculty. The SLT designs, implements, and refines our school implementation plan in consultation with the principal. Our English Learners Advisory Council (ELAC) reviewed the SPSA during the spring of 2024 and at a fall 2023 ELAC meetings. During the Spring meetings, our SSC revised our SPSA goals so that our goals for reclassification are based on where the students are when they enter LMS. We aim to reclassify students prior to them leaving LMS dependent on the number of reclassification benchmarks they have met and their grade level when they enter our school. Our Bilingual Community Liasson (BCL) attends our School Site Council (SSC) meetings to help ensure the input of our ELAC is considered by the SSC. Our SSC reviewed our Interim Benchmark Assessments, District Assessments (STAR), and District Writing Assessment results in the fall of 2023. Throughout the academic year, the SSC has monitored the implementation and outcomes of our SPSA through data analysis.

Resource Inequities

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

None are currently identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0.12%	0.34%		1	3
African American	5.73%	5.85%	5.54%	52	50	49
Asian	9.69%	8.9%	10.07%	88	76	89
Filipino	0.66%	0.35%	0.23%	6	3	2
Hispanic/Latino	21.26%	19.09%	19.80%	193	163	175
Pacific Islander	0.11%	0%	0.11%	1	0	1
White	49.12%	54.8%	54.64%	446	468	483
Multiple/No Response	13.22%	10.89%	9.28%	120	93	82
			Total Enrollment	908	854	884

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 6	306	281	284
Grade 7	270	304	289
Grade 8	332	269	310
Grade 9			1
Total Enrollment	908	854	884

Conclusions based on this data:

1. LMS enrollment has historically been strong and was growing until COVID -19. Currently our enrollment is at the lowest level it has been in the last 7 years and continues to decline.

2. Since enrollment continues to decline, staffing has also had to be reduced. At the end of 2020-21, two teachers who left were not replaced (due to attrition). At the end of the 22-23 school year, two other positions were also reduced due to attrition. This has forced the Master Schedule to reduce services/offerings to students, that have in the past, been very beneficial and attractive to families.

3. White (51%) and Hispanic/Latino (22%) subgroups comprise the majority of the population, with Multiple/No Response (12%) and Asian (9%) being the next largest groups. The African- American subgroup is 5% of the population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	44	37	40	5.00%	4.8%	4.5%
Fluent English Proficient (FEP)	159	149	178	16.80%	17.5%	20.1%
Reclassified Fluent English Proficient (RFEP)	n/a	17		26.4%	n/a	

Conclusions based on this data:

1. The number of students identified as English Learners over the last three years has declined.

2. According to this data, our reclassification percentages have increased between 20-21 and 22-23.

3. Our goal is to reclassify most, if not all, EL students prior to them entering high school. We aim to decrease the number of LTELs who don't reclassify prior to high school.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	291	306	270	0	297	261	0	297	261	0.0	97.1	96.7
Grade 7	340	270	299	0	265	291	0	265	291	0.0	98.1	97.3
Grade 8	367	332	267	0	322	260	0	322	260	0.0	97.0	97.4
All Grades	998	908	836	0	884	812	0	884	812	0.0	97.4	97.1

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		2603.	2599.		47.47	39.85		34.34	42.15		11.45	14.18		6.73	3.83
Grade 7		2626.	2626.		43.02	43.99		38.11	36.08		13.96	13.40		4.91	6.53
Grade 8		2642.	2632.		42.86	41.54		36.34	33.08		15.53	16.92		5.28	8.46
All Grades	N/A	N/A	N/A		44.46	41.87		36.20	37.07		13.69	14.78		5.66	6.28

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		48.15	36.02		44.11	59.00		7.74	4.98
Grade 7		40.38	36.08		55.09	58.08		4.53	5.84
Grade 8		43.79	39.62		51.55	48.08		4.66	12.31
All Grades		44.23	37.19		50.11	55.17		5.66	7.64

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		38.72	39.46		52.53	54.79		8.75	5.75
Grade 7		50.19	50.86		45.66	41.58		4.15	7.56
Grade 8		37.58	36.54		54.04	53.46		8.39	10.00
All Grades		41.74	42.61		51.02	49.63		7.24	7.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.60	23.75		68.69	72.41		4.71	3.83
Grade 7		24.53	27.84		69.43	67.70		6.04	4.47
Grade 8		29.19	28.46		64.60	66.92		6.21	4.62
All Grades		26.92	26.72		67.42	68.97		5.66	4.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		43.10	35.63		52.19	62.07		4.71	2.30
Grade 7		38.87	42.96		53.96	49.83		7.17	7.22
Grade 8		44.41	40.77		52.48	54.23		3.11	5.00
All Grades		42.31	39.90		52.83	55.17		4.86	4.93

Conclusions based on this data:

1. LMS continue to show sustained success in the area of ELA, with almost 80% meeting or exceeding state standards.

2. Listening: Demonstrating effective communication skills has been a key area of focus for us, and we have seen continuous growth.

3. Writing: LMS records the highest percentage of students performing below standard for this area for 21-22 and that trend continued for 22-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	291	306	270	0	298	267	0	298	267	0.0	97.4	98.9
Grade 7	340	270	300	0	267	292	0	267	292	0.0	98.9	97.3
Grade 8	367	332	267	0	324	261	0	323	261	0.0	97.6	97.8
All Grades	998	908	837	0	889	820	0	888	820	0.0	97.9	98.0

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

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2580.	2574.		40.27	39.33		24.16	22.47		20.13	23.22		15.44	14.98
Grade 7		2605.	2602.		41.20	40.75		23.22	23.97		21.72	20.55		13.86	14.73
Grade 8		2629.	2618.		46.44	40.61		18.89	14.56		20.43	23.75		14.24	21.07
All Grades	N/A	N/A	N/A		42.79	40.24		21.96	20.49		20.72	22.44		14.53	16.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		36.58	33.71		46.64	46.44		16.78	19.85
Grade 7		42.70	36.30		43.45	47.95		13.86	15.75
Grade 8		43.03	38.31		41.18	42.91		15.79	18.77
All Grades		40.77	36.10		43.69	45.85		15.54	18.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.87	28.09		56.04	59.93		13.09	11.99
Grade 7		37.08	37.33		50.56	51.37		12.36	11.30
Grade 8		40.56	38.31		47.68	44.44		11.76	17.24
All Grades		36.26	34.63		51.35	51.95		12.39	13.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		36.24	38.20		51.68	49.81		12.08	11.99
Grade 7		33.33	34.59		56.18	56.85		10.49	8.56
Grade 8		38.08	31.42		51.70	54.02		10.22	14.56
All Grades		36.04	34.76		53.04	53.66		10.92	11.59

Conclusions based on this data:

1. According to this data, math continues to be an area of focus. Communicating reasoning continues to present as an area with the least amount of students scoring above standard. Both communicating reasoning and Problem Solving/Modeling are areas of challenges for our students.

2. Concepts and procedures is the school's greatest strength with 36% of students scoring at above standard.

3. Compared to the state as a whole, our students do well in math but there is still much room for growth. Our SLT and SSC have reviewed the data over the last 3 years and the data has remained pretty consistent. However there has been a slight increase in percentage of students who are performing below standards. The 2023-24 school year has allowed Lincoln MS to reflect on current practices and to develop different instructional focus to help address these gaps.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1570.3	*	1576.5	1581.8	*	1591.3	1558.5	*	1560.9	16	8	11
7	1591.8	*	*	1617.1	*	*	1566.1	*	*	20	7	8
8	1588.6	*	*	1628.5	*	*	1548.5	*	*	13	10	6
All Grades										49	25	25

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	56.25	*	63.64	18.75	*	9.09	12.50	*	18.18	12.50	*	9.09	16	*	11
7	65.00	*	*	20.00	*	*	10.00	*	*	5.00	*	*	20	*	*
8	53.85	*	*	30.77	*	*	7.69	*	*	7.69	*	*	13	*	*
All Grades	59.18	44.00	52.00	22.45	28.00	8.00	10.20	8.00	20.00	8.16	20.00	20.00	49	25	25

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	68.75	*	72.73	18.75	*	9.09	6.25	*	9.09	6.25	*	9.09	16	*	11
7	75.00	*	*	20.00	*	*	0.00	*	*	5.00	*	*	20	*	*
8	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	*	13	*	*
All Grades	71.43	56.00	60.00	20.41	24.00	16.00	2.04	0.00	8.00	6.12	20.00	16.00	49	25	25

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	37.50	*	36.36	37.50	*	36.36	0.00	*	9.09	25.00	*	18.18	16	*	11
7	35.00	*	*	40.00	*	*	15.00	*	*	10.00	*	*	20	*	*
8	30.77	*	*	23.08	*	*	38.46	*	*	7.69	*	*	13	*	*
All Grades	34.69	20.00	32.00	34.69	32.00	24.00	16.33	24.00	20.00	14.29	24.00	24.00	49	25	25

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	43.75	*	18.18	43.75	*	72.73	12.50	*	9.09	16	*	11
7	35.00	*	*	50.00	*	*	15.00	*	*	20	*	*
8	53.85	*	*	30.77	*	*	15.38	*	*	13	*	*
All Grades	42.86	12.00	20.00	42.86	68.00	60.00	14.29	20.00	20.00	49	25	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	86.67	*	72.73	13.33	*	18.18	0.00	*	9.09	15	*	11
7	90.00	*	*	5.00	*	*	5.00	*	*	20	*	*
8	92.31	*	*	0.00	*	*	7.69	*	*	13	*	*
All Grades	89.58	76.00	68.00	6.25	8.00	20.00	4.17	16.00	12.00	48	25	25

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	37.50	*	36.36	31.25	*	45.45	31.25	*	18.18	16	*	11
7	45.00	*	*	40.00	*	*	15.00	*	*	20	*	*
8	46.15	*	*	7.69	*	*	46.15	*	*	13	*	*
All Grades	42.86	20.00	36.00	28.57	40.00	32.00	28.57	40.00	32.00	49	25	25

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	43.75	*	45.45	50.00	*	45.45	6.25	*	9.09	16	*	11
7	30.00	*	*	65.00	*	*	5.00	*	*	20	*	*
8	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
All Grades	28.57	12.00	32.00	65.31	80.00	56.00	6.12	8.00	12.00	49	25	25

Conclusions based on this data:

1. Our English Learner students continue to make progress. These data need to be updated to reflect the most recent ELPAC testing results.

2. According to these data, 8th grade had the highest level of students at level 4 overall.

3. LMS is proud to have reclassified students in the 2023-24 school year.

School and Student Performance Data
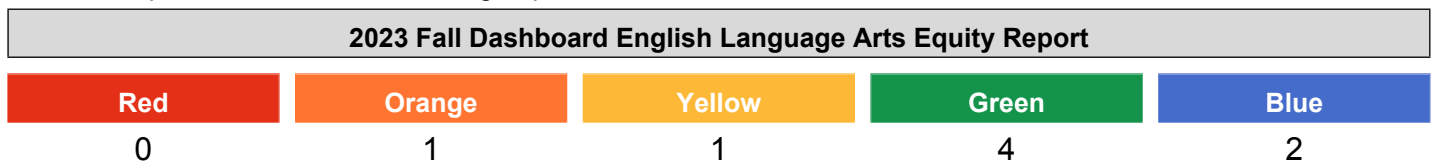
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
854	**22.6**	**4.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lincoln Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	4.3
Foster Youth		
Homeless	2	0.2
Socioeconomically Disadvantaged	193	22.6
Students with Disabilities	127	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	5.9
American Indian	1	0.1
Asian	76	8.9
Filipino	3	0.4
Hispanic	163	19.1
Two or More Races	93	10.9
White	468	54.8

Conclusions based on this data:

1. White and Hispanic subgroups continue to represent the largest subgroups of students.

2. There is statistically relevant number of students in the following subgroups: Socioeconomically disadvantaged, Students with disabilities, and English Learners.

3. This data indicates that we have socio-economic diversity within our learning community.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA and Math are both at the highest score available on the dashboard

2. We need to continue to address chronic absenteeism. It will be helpful to distance ourselves from COVID measures that prohibit students from attending school if they are even mildly ill (common cold, allergies, etc.).

3. We aim to lower suspension rates by exploring alternative means of correction when appropriate. We recognize that suspensions are not beneficial but are required by Ed Code to suspend due to certain offences.

School and Student Performance Data

Academic Performance
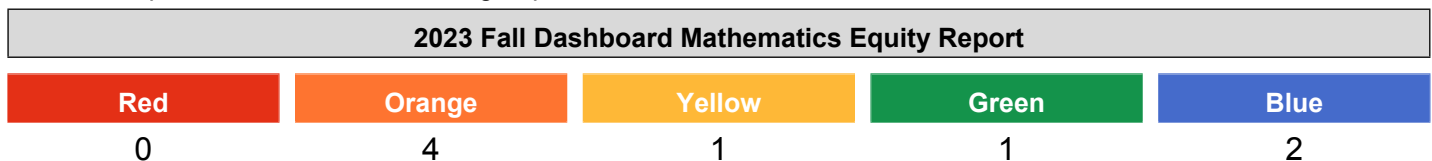## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	4	2

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
68.2 points above standard	12.3 points above standard	0 Students
Decreased -4.7 points	Decreased -8.7 points	
822 Students	67 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Orange
3 Students	16.3 points above standard	24.2 points below standard
	Decreased -4.3 points	Maintained -1.2 points
	213 Students	128 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students	Blue	Less than 11 Students
2 points above standard		101.8 points above standard	
Decreased -10.8 points	1 Student	Maintained -0.2 points	3 Students
49 Students		74 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
19.1 points above standard	102.1 points above standard	0 Students	79.7 points above standard
Decreased -13.4 points	Increased +9.6 points		Decreased -7.9 points
158 Students	91 Students		446 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.2 points below standard	34.5 points above standard	71.4 points above standard
Decreased -5.4 points	Decreased -7.8 points	Decreased -4.5 points
18 Students	51 Students	643 Students

Conclusions based on this data:

1. Many of our subgroups are doing well in ELA. There is still a significant achievement gap. While it's positive that some groups do not continue to decline significantly, there is still is a lack of progress.

2. African American, Students with Disabilities, students from Two or More Races, and Filipino subgroups had an increase in performance. While all students, white, English Only, and Socio economically advantaged all maintained.

3. The data shows that there is a need to continue to provide support to our English Learners.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	1	2

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
28.7 points above standard	28.9 points below standard	0 Students
Decreased -7.2 points	Maintained -0.3 points	
817 Students	68 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
3 Students	38.3 points below standard	71.8 points below standard
	Decreased -6.7 points	Increased +10.1 points
	213 Students	126 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Orange

47.9 points below standard

Decreased -14.9 points

49 Students

American Indian

Less than 11 Students

1 Student

Asian

Blue

93.2 points above standard

Maintained +1.3 points

75 Students

Filipino

Less than 11 Students

3 Students

Hispanic

Orange

36.8 points below standard

Decreased -6.8 points

157 Students

Two or More Races

Blue

57.8 points above standard

Maintained -2.5 points

90 Students

Pacific Islander

No Performance Color

0 Students

White

Green

42.9 points above standard

Decreased -12.8 points

442 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

100.8 points below standard

Increased Significantly +16.2 points

17 Students

Reclassified English Learners

4.9 points below standard

Maintained +2 points

51 Students

English Only

31.9 points above standard

Decreased -6 points

637 Students

Conclusions based on this data:

1. Based on this CAASSP data, similar to ELA, there is a slight decline in our overall achievement indicators. Although our African Americans account for one of the smallest subgroups, they account for the largest decrease within the subject of math.

2. Students with disabilities showed significant improvement fro the 22-23 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
66.7% making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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.

2023 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**
2	3	5	4

Conclusions based on this data:

1. 66.7% of our students are making progress towards English Language Proficiency, however, we need to continue to implement and refine practices that will move the remaining students toward mastery.
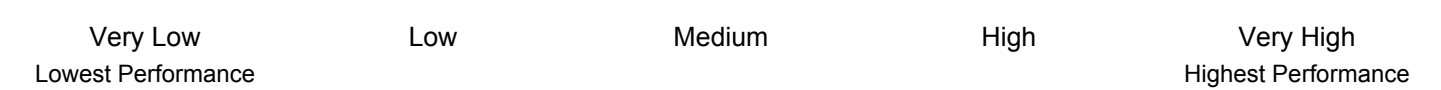
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
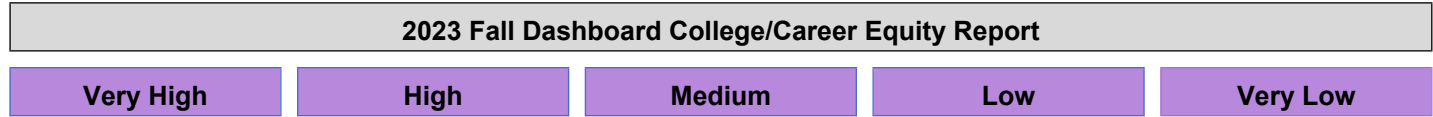
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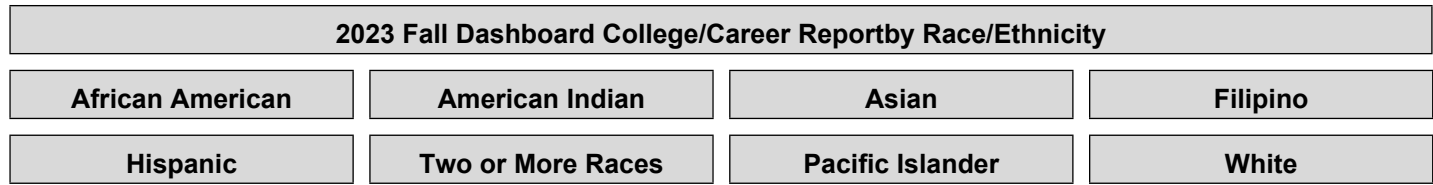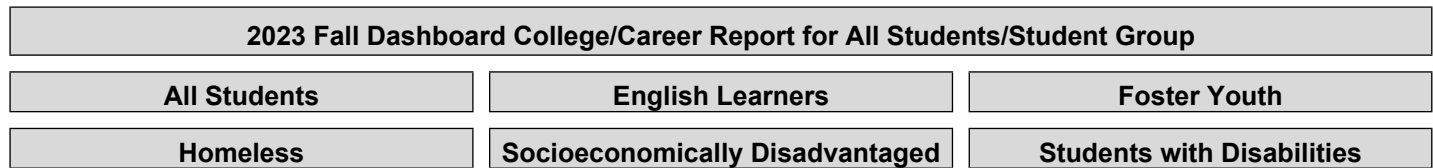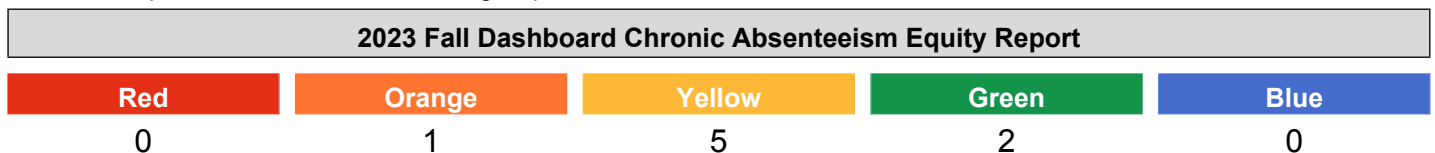
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	5	2	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
11.4% Chronically Absent	11.9% Chronically Absent	0 Students
Declined -1.5	Declined -2.7	
872 Students	42 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
3 Students	17.9% Chronically Absent	17.5% Chronically Absent
	Declined -1.7	Declined -9
	224 Students	137 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students	Green	Less than 11 Students
19.6% Chronically Absent		3.7% Chronically Absent	
Declined -7.3	1 Student	Declined -5.9	3 Students
51 Students		81 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Orange
15.2% Chronically Absent	9.6% Chronically Absent	0 Students	10.9% Chronically Absent
Declined -2.3	Declined -1.4		Maintained 0.4
164 Students	94 Students		478 Students

Conclusions based on this data:

1. Our students of color, socio-economically disadvantaged students, and our students with disabilities accounted for largest percentage of Chronically Absent.

2. Through different programs (athletics, clubs, CTE) LMS is developing more opportunities for students to connect with school, in efforts to help motivate students to engage in school.

3. LMS continues to develop resources with different community partners to help address the socio-emotional needs of students so that they have the capabilities to stay connected to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate
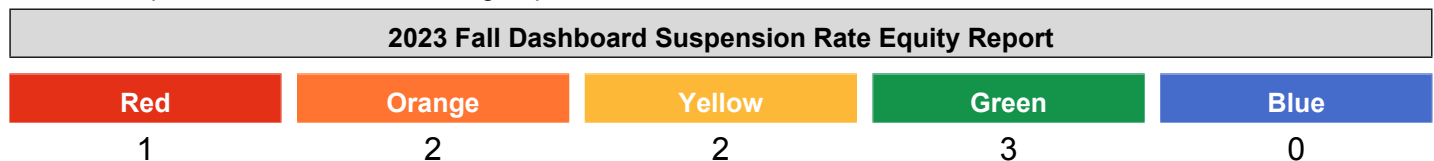## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	3	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
4.1% suspended at least one day	2.2% suspended at least one day	0 Students
Maintained 0.1	Declined -1.9	
882 Students	45 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Green
3 Students	6.7% suspended at least one day	6.5% suspended at least one day
	Maintained 0	Declined -1.7
	225 Students	138 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Orange	Less than 11 Students
13.7% suspended at least one day	1 Student	2.4% suspended at least one day	3 Students
Increased 4.1		Increased 1.4	
51 Students		82 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Orange
3% suspended at least one day	3.2% suspended at least one day	0 Students	3.9% suspended at least one day
Declined -1.4	Maintained 0.1		Increased 0.4
166 Students	94 Students		485 Students

Conclusions based on this data:

1. We do not have a high suspension rate overall. However, we do have a higher rate of suspension with our African American student population.

2. Data suggests that school suspensions were appropriate and based on education code (required due to offence of Ed Code). Suspension typically is not used unless other means of correction have been attempted or if there is a major 1st time offense.

3. Restorative practices will be an emphasis for the next school year to provide students other means of corrections to help limit suspensions and at the same time, provide students a safe learning environment.

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

English Language Arts & Mathematics

LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Goal 1

Based on the previous years' CAASPP Mathematics and ELA exam data -- in addition to other local measures (e.g, Star testing, DIWA, IABs, etc.) -- the percentage of students at Lincoln Middle School who perform at or above grade-level will increase from 65% to 68% in Math and from 78% to 81% in ELA by June 2025.

Identified Need

1) Narrow the achievement gap by significantly increasing the percentage of students in target subgroups (African American, Hispanic, & English Learners) who meet or exceed the ELA & Math standard on the CAASPP (or other local measures) by at least 5%.
2) Provide professional development in the areas of differentiated instruction and culturally relevant pedagogy to help address the learning outcomes for our students of color.
3) Provide time for teachers to plan and strategize using cycles of inquiry to shift their practice in pursuit of better academic outcomes for our students who are not achieving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2023 CAASPP Results Schoolwide: Math = 65% MET OR EXCEEDED ELA = 78% MET OR EXCEEDED African American: Math = 6th (40%); 7th (45%); 8th (41%) MET OR EXCEEDED ELA = 6th (53%); 7th (46%); 8th (53%) MET OR EXCEEDED Hispanic/Latino:	SMART GOALS: By June 2025, increase the percentage of students in target subgroups (African American, Hispanic, & English Learner) who meet or exceed the ELA & Math standard on the CAASPP (or other local measures) by at least 5%. By June 2025, decrease the percentage of students who are in the "standard not met" band by at least 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math = 6th (34%); 7th (43%); 8th (30%) MET OR EXCEEDED ELA = 6th (57%); 7th (61%); 8th (52%) MET OR EXCEEDED 2022 CAASPP Data: Schoolwide: Math = 65% MET OR EXCEEDED ELA = 80% MET OR EXCEEDED African American: Math = 6th (35%); 7th (52%); 8th (25%) MET OR EXCEEDED ELA = 6th (57%); 7th (64%); 8th (68%) MET OR EXCEEDED Hispanic/Latino: Math = 6th (36%); 7th (40%); 8th (44%) MET OR EXCEEDED	
Common Writing Assessment	Baseline Data: 6th Grade 2021 - 73.9% of students met or were above the standard. 2024- 78.4% of students met or were above the standard. 7th Grade: 2021 - 61.7% of students met or were above the standard. 2024- 87.9% of students met or were above the standard. 8th Grade 2021 - 59.5% of students met or were above the standard. 2024- 89.7% of students met or were above the standard.	SMART GOAL: By Spring 2025, at least 85% of students at each grade level will score in the met standard or above standard range.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star	There are 893 students who are given the opportunity to take the STAR Exam at LMS Percent of students at or above in Star Reading: 77% Percent of students at or above in Star Math: 75% Percent not tested in Star Reading: 3% Percent not tested in Star Math: 3%	SMART GOAL: By Spring 2025, there will be a 2% increase in students who are at above standard in both STAR Math and STAR Reading.

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

Summer and afterschool planning hourly ($60/hour) for PE, Humanities, Science, VAPA, Math, SPED, Special Populations, ELD, and Literacy Coach. Work includes creating units, mapping out lessons, 7th grade writing night, and student intervention.

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)
15,752	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time & benefits
0	District LCAP Funds 1000-1999: Certificated Personnel Salaries Instructional Coach

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

Substitute coverage for Humanities, SPED, Science, Math, PE. Work includes creating, planning, and grading common assessments; learning rounds, and worthwhile life interviews ($210/day)

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)
15,265	Site Formula Funds 1000-1999: Certificated Personnel Salaries
0	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries

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

Provide teachers time as early as possible to review data from formative and summative data with the support of the instructional coach.

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	

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

Conference and Travel & Staff Development. In order to provide LMS teachers with training on research-based, high-leverage instructional practices, faculty will participate in on- and off-site professional department.

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	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

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

Provide students and teachers with appropriate instructional materials and supplies to support high-leverage practices across all departments. By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

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)
6,252	Site Formula Funds 4000-4999: Books And Supplies Materials and Supplies
0	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Instructional Materials and Supplies

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

General supplies and repairs by vendor and operating supplies to help ensure our staff has the materials they need for student learning experiences and copiers and other machines are working and available for school use.

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)
4614	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Photocopier maintenance contract
1000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Printing with the district, etc.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology and digital programs to support student learning or delivery of instruction beyond those funded by PTSA and district such as Read Naturally and other programs that come up as teachers and staff determine ways to better support virtual learning and teaching.

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	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
4200	5000-5999: Services And Other Operating Expenditures Lottery

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Naviance at the middle school level. Lessons are designed to help students explore future college and career options and know what they need to start planning for now.

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	District Funded 5000-5999: Services And Other Operating Expenditures Site License

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students; sub-groups

Strategy/Activity

Professional Memberships to support continued implementation of high-leverage practices.

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	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

LMS grade-level coordinators (Grade Level, ASB, $2,000 inclusive of benefits) will plan, coordinate, and prepare important grade-level activities.

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)
10104	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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.

Through summer planning hours and sub-out days, our department/grade level teams are able to engage in planning, data articulation, norming/scoring writing assessments (for ELA teachers), learning walks, and professional development.

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

As of now, we have a deficit of approximately $40, 000 from our Santa Monica Ed Foundation from the 2023-24 school year which would impact our school site priorities, decreasing the amount of hours and days that our teachers have to plan, articulate data, conduct learning walks, and engage in professional development.

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.

Using the CAASPP data from the past two years, we determined that some of the SMART goals established were unrealistic, therefore we have altered the SMART goals established so that they are attainable, specifically for our African American and Hispanic population. Our goal is that for Math and ELA, the percentage of students that are at or above standard would increase by 5% in both subgroups.

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

English Learners

LEA/LCAP Goal

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

As measured by, but not limited to, previous years' CAASPP ELA and ELPAC exams, in addition to reclassification rates, English Learners at Lincoln Middle School will demonstrate a five percent increase in proficiency (with a focus on the lowest third) by June 2025.

Goal 2

Annually, Reclassify 100% of students who enter LMS already meeting two of the three reclassification criteria in one year.

Annually, Reclassify 100% of students who enter LMS already meeting one of the three reclassification criteria in two years.

Annually, Reclassify 100% of the non-SPED Long Term English Learners (LTEL) students who enter LMS meeting no reclassification criteria within three years.

Identified Need

Our EL students do not meet or exceed the standards on the CAASPP and other assessments at the same level as their peers. Continued training and support for teachers on how to support English Learners through culturally relevant pedagogy, differentiated instruction, and English learners teaching strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	2023 CAASPP Results Schoolwide: Math = 65% MET OR EXCEEDED ELA = 78% MET OR EXCEEDED African American:	SMART GOAL: By June 2025, increase the percentage of students in the English Learner subgroup who meet or exceed the Math and ELA standards on the CAASPP by at least 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math = 6th (40%); 7th (45%); 8th (41%) MET OR EXCEEDED ELA = 6th (53%); 7th (46%); 8th (53%) MET OR EXCEEDED Hispanic/Latino: Math = 6th (34%); 7th (43%); 8th (30%) MET OR EXCEEDED ELA = 6th (57%); 7th (61%); 8th (52%) MET OR EXCEEDED English Learners ELA- 36% Math -21% 2022 CAASPP Data: Schoolwide: Math = 65% MET OR EXCEEDED ELA = 80% MET OR EXCEEDED African American: Math = 6th (35%); 7th (52%); 8th (25%) MET OR EXCEEDED ELA = 6th (57%); 7th (64%); 8th (68%) MET OR EXCEEDED Hispanic/Latino: Math = 6th (36%); 7th (40%); 8th (44%) MET OR EXCEEDED ELA = 6th (61%); 7th (56%); 8th (64%) MET OR EXCEEDED (2019) Math = 23.34% MET OR EXCEEDED: ELA = 24.14% MET OR EXCEEDED	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rates	Reclassification Rates 2019-2020 = 12% reclassified 2020-2021 = 26% reclassified 2021-2022 = 52% reclassified 2022-2023 = 30% reclassified	SMART GOALS: By June 2025 decrease the percentage of English Learner students who matriculate to high school classified as LTELs (Long Term English Learner) by at least 20%. By June 2025, Reclassify 100% of students who entered LMS already meeting two of the three reclassification criteria in the fall of 2021. By June 2025, Reclassify 100% of students who entered LMS already meeting one of the three reclassification criteria in Fall of 2021. By June 2025, Reclassify 100% of the non-SPED Long Term English Learners (LTEL) students who entered LMS meeting no reclassification criteria in the fall of 2021.
District Writing Assessment	2023 Data DIWA- Average % of Correct Answers 6th Grade English Learners: Grade-74% RFEP: 79% 7th Grade English Learners: Grade-74% RFEP: 80% 8th Grade English Learners: Grade-75% RFEP: 80%	SMART GOALS: By Spring 2025, at least 78% of reclassified students at each grade level will score in the met standard or above standard range.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star	Out of the 37 English Learners students enrolled in Lincoln Middle School, 34 were tested in Star Reading and in Star Math. Percent of EL students at or above in Star Reading: 21% Percent of EL students at or above in Star Math: 62%	By 2025, at least 30% of EL students will test at or above grade level in STAR Reading. By 2025, at least 65% of EL students will test at or above grade level in STAR Math

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

Humanities, Math, spec. ed, science teacher planning and norming (creating, planning, and grading common assessments). Teacher hourly /sub coverage and conference attendance sub coverage.

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)
15,265	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time & benefits
0	District Funded 1000-1999: Certificated Personnel Salaries Instructional Coach
0	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time & benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL and Reclassified Students

Strategy/Activity

Provide lists of rostered EL students, including recently reclassified students, and their ELPAC level to classroom teachers so they know which students will need additional targeted support and scaffolding.

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	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide students and teachers with appropriate instructional materials and supplies to support high-leverage practices across all departments. By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

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	Site Formula Funds 4000-4999: Books And Supplies Materials and Supplies
0	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students; EL Students

Strategy/Activity

Additional hours for the counseling department. These additional hours allow our counseling team to help meet the diverse needs of students, specifically 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)
5037	Site Formula Funds 1000-1999: Certificated Personnel Salaries Counselor Hourly

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

Modeling of strategies to support EL students by ELD & Literacy Support teachers, literacy coach and other trained district staff.

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	

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL & Reclassified Students

Strategy/Activity

Support and PD for teachers (professional development, department-specific training, conferences, etc.)

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	Stretch Grant (Ed Foundation)

	5000-5999: Services And Other Operating Expenditures Professional Development

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Bilingual Instructional Assistant in ELD, Literacy support and general edu cohort classes to provide additional adult support to EL 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)
0	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Cohorting of EL students as much as possible in their content classes to allow students to have each other as resources. Teachers with the EL cohort will receive targeted training to provide additional support to our EL 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)
0	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Parent workshops for EL parents focused on school resources such as, Illuminate, navigating teacher and school websites, academic language.

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	Currently held during the school day. If evenings are used will need to shift funds to compensate staff.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Continue to refine our communication and outreach to EL families so that we can ensure they know their child's current academic progress and ways they can support their child's academic success at home.

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	5000-5999: Services And Other Operating Expenditures Translation & Interpretation services for languages other than Spanish

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Bridging activities such as having EL students visit SAMOHI to learn about the program there and how they can connect to the larger school community. Can also have guest speakers come to student classes.

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	In a virtual setting these will likely be free or supported with PTSA funds.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Work with EL students (either in ELD and Lit Support classes or after school workshops) to make sure they understand the importance of the ELPAC and their STAR Reading scores to reclassification. CAASPP scores will be included once those test are being administered again.

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

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner and Reclassified Students

Strategy/Activity

Celebrate the accomplishments of students who earn reclassification. This will either be done on-campus at the International Day Potluck or in separate ceremony.

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	4000-4999: Books And Supplies Supplies for certificates and reception

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Annual focus group with EL students to get their feedback on which instructional strategies they feel support their learning the most and what additional support from staff would help them.

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	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional hours for staff to help provide support school events that support students and family engagement.

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)
	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Office hourly
8,366	Site Formula Funds 2000-2999: Classified Personnel Salaries Office hourly
0	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Nurse supplies
0	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Extra hours for Office Staff, Security, and BCL (start year earlier)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in need of Intervention

Strategy/Activity

Intervention

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)
3,418	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher Hourly
0	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Teacher Hourly

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We continue to take both a targeted and school wide approach to our support of English Learners. Our school wide focus is differentiated instruction, which addresses the diverse learning needs of our student, EL students included. ELA teachers are the instructors for our English Learner newcomer and lit support classes. Additional EL support is available through writers workshop, an instructional aide, and lit support by allowing students to take an AM class before the instructional day. Lastly, we continue to analyze data from Star, Read Theory, and other programs to monitor achievement and identify areas that need additional focus.

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

Much of our expenditures that address our school wide learning outcomes are imbedded in Goal 1. However, we have been significantly impacted by a decrease in funding received which impacts time funding that supports instructional growth.

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.

Our reclassification goals remain the same and we expect all students to be reclassified before promoting. With regards to STAR and DIWA, we have lowered the metrics to make our SMART goals more attainable for our students to achieve. Implementing the ELAC recommendations attached and ensuring monitoring them throughout the school year.

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

School climate, safety, and 21st Century Learning

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Goal 3

Implement proactive measures and foster a culture of responsibility and collaboration to ensure a safe, clean, and well-maintained school environment for all students, staff, and visitors.

Identified Need

Provide Restorative Justice Level 1 Training for all LMS employees and offer Restorative Justice Level 1 Training to parents to help support students behaviors through accountability rather than punishment. In addition, provide staff continued professional development through culturally relevant pedagogy, recognizing the diverse learning needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	In 2023, 4.1% of all students were suspended at least one day. 13.7% of the African American population were suspended at least one day.	By June 2025, LMS will decrease the percentage of African American students being suspended by 5%.
Creation of CTE	Currently, LMS will offer 2 classes that are in line with our high school's CTE pathways.	By June 2025, LMS will have created at least one more pathway in conjunction with CTE.

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/Families

Strategy/Activity

Provide flexibility with meetings and event times to allow equitable access for all parents and families to access information and engage with 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	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students interested in drama/theatre

Strategy/Activity

By providing interested Lincoln students the opportunity to participate in the LMS Drama Program (after school and during school), we are increasing their involvement with The Arts, providing them leadership experiences, and allowing them to showcase their unique talents and interests.

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)
3,500	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Afterschool Theatre Program
	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (6th grade) and Students new to LMS

Strategy/Activity

5th to 6th grade transition activities which allows these students to build community and become acclimated with LMS.

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)
4250	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Camp Lincoln - Fulcrum Learning Solutions

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Continue to work with office staff, security officers, and other school personnel on maintaining an environment where all families feel they are welcomed, supported, respected and valued.

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	
0	

Strategy/Activity 5
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)

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

Funds to provide interpretation for evening/afterschool activities.

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)
600	Site Formula Funds 2000-2999: Classified Personnel Salaries Bilingual Community Liaison

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 6th Grade Students

Strategy/Activity

5th to 6th Grade Transitions (Get Your Stuff Day/Camp Lincoln), teacher hourly (Planned Parenthood meetings), 5th grade "Show on the Road" staff hourly, sub coverage for 5th grade tour & Camp Lincoln

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)
3600	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to refine emergency procedures to help ensure students and staff are safe in emergency situations and release of students to parents/guardians goes smoothly.

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	

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We have many on-campus activities to engage students and families. The school also works with our parent groups and school committees, including the PTSA, to provide opportunities for parent engagement in a variety of ways. In addition, we have developed a middle school athletics program to help provide additional opportunities for our students and families to become more involved within the learning community. We are continuing to look at other events and opportunities that foster school engagement.

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

Due to significant budget cuts, we have had to adjust some funding sources to help supplement what we can continue to do. We are generously supported by our PTSA both with volunteer hours and monetary donations to continue to support enrichment activities for our students.

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.

The goal is to continue to look at ways to engage families, providing them with flexible times and activities that address the diverse cultures of Lincoln Middle School. This year, we held many events on campus that were well attended. Events like GYSD, BTSN, concerts, and tours were all very well attended. There are some additional activities that we'd like to initiate that can continue with building more community within our Lincoln community.

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	$101,223.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$4,200.00
District Funded	$0.00
District LCAP Funds	$0.00
Site Formula Funds	$97,023.00
Stretch Grant (Ed Foundation)	$0.00

Subtotal of state or local funds included for this school: $101,223.00

Total of federal, state, and/or local funds for this school: $101,223.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,965.12	1,965.12
Stretch Grant (Ed Foundation)		

| Site Formula Funds | 84,788 | -12,235.00 |

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Leslie Loughlin	Parent or Community Member
Jose Cuevas	Principal
Nallely Gutierrez	Other School Staff
Sage Moore	Secondary Student
Dinora Duarte	Parent or Community Member
Annie Besser	Parent or Community Member
Pat Leahy	Classroom Teacher
Rose Moe	Classroom Teacher
Pat Leahy	Classroom Teacher
Carol Wrabel	Classroom Teacher
An Ngo	Secondary Student
	Classroom Teacher
	Secondary Student

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2023.

Attested:

	Principal, Jose Cuevas, Principal on 5/17/23
	SSC Chairperson, Stephan Corbel on 5/17/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

        a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

        b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

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

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Santa Monica-Malibu Unified School District

Educational Services Department

Lincoln Middle School

PARENT AND FAMILY ENGAGEMENT POLICY

Lincoln Middle School has developed a written parent and family engagement policy with input from parents.

Yes. It is in process and will be voted on by the LMS SSC.

It has distributed the policy to all parents and guardians.

LMS will distribute the Parent and Family Engagement Policy to all parents and guardians upon completion and approval.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

> This meeting will occur at a School Site Council Meeting early in each school year. The rights of parents will also be posted publicly on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

> PTSA meetings times are established at the beginning of the year, based on parent feedback. SSC meetings are held in the afternoon, and ELAC meetings are held in the afternoon options. For the upcoming school year, we will be looking into a virtual option. See ELAC recommendations attached.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The SSC-elected parent and student representatives are involved in the planning, review, and improvement of the school's programs. In addition, this is also brought to our ELAC committee for their input.

The school provides parents of students with timely information about the schools programs.   How does the school provide the information?

Lincoln Middle School provides parents with a Parent Handbook, Weekly Newsletters, regular communication from teachers, as well as the information on our Website. We also distribute information at monthly Principal meetings, PTSA meetings, and school events such as Back to School Night and Open House.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

LMS offers families information through Parent Handbook, parent conferences, teacher newsletters, events such as Back-To-School-Night, Coffee with the Principal, DEI Committee Meetings, as well as teacher meetings/communication as necessary. Teachers also have their syllabus available for parents to gain an understanding of the curriculum and course content. The SPSA and report cards are instrumental in explaining curriculum, assessment, and expectations for LMS students.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parent conferences, surveys, committees (ELAC, SSC, DEI), Student Success Teams, and IEPs all function to give parents a voice in the education provided to their child.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Lincoln provides parents with assistance in understanding their child's STAR, CAASPP results, and interim assessments so that parents get a clear understanding of their child's academic progress.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

The school offers parents the opportunity to connect with teachers in order to address questions through several channels of communication. In addition, parents are given access to teachers' google classroom and parents also can access academic progress through AERIES.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Through staff meetings our teachers are given valuable strategies on how to value parent contributions. In addition, our PTSA are invited to present at our staff meetings to help inform teachers on how they can contribute to parent engagement.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Lincoln provides many different opportunities for parents to become involved.   Some committee meetings are our ELAC, PTSA, SSC, Learning Difference Groups, and DEI committees provide parents resources on how to support their child. In addition we offer several events to help promote parental engagement, which include 7th Grade Writing Night, 6th Grade Student Led Conferences, and individual meetings with our BCL.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Yes

The school provides support for parental involvement activities requested by parents.

Yes

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Lincoln Middle School on May 22, 2024 and will be in effect for the period of 2 years.

The school will distribute the policy to all parents of students on, or before: August 4, 2024.

Name of Authorized Official: Jose Cuevas

Signature of Authorized Official here: Date Approved: 5/22/2024

Santa Monica-Malibu Unified School District

Educational Services Department

Lincoln Middle School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024/25

Lincoln Middle School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

LMS teachers and principal ensure that report cards, conferences by appointment, 6th grade student led conferences, IEP's, 504's, SSTs, progress reports, contact information, and volunteer opportunities are timely, accessible, and of high-quality.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

LMS teachers and administration ensure that report cards, conferences, progress reports, contact information, and online dashboards are shared with parents in a timely and frequent manner. STAR

scores/reports, CASSPP reports/scores, Parent Handbook, Teacher Syllabus, Google Classroom, and Family Newsletter are excellent resources for parents.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

LMS teachers and principal provide materials and trainings to parents to help their students. For example: Parent Workshops, Returned work, Independent Study Contracts, Back to School Night, Coffee w/the Principal, GYSD, MS 101 classes and other resources found in the Parent Handbook and Newsletter. The DreamBox parent dashboard is another tool for parents to check in their child's progress with Mathematics.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

PTSA meetings are offered to all, PTSA also has presented in staff meetings and continues to work with school staff and community members to support all school goals.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

Through both the PTSA and other school sponsored events, we offer many opportunities for parents to be involved in the education of their child. Although we promote the independence of our middle school students, we also recognize that is important for parents/families to be connected. We offer Get Your Stuff Day, Back to School Picnic, Student-led Conferences, volunteer opportunities, PTSA meetings, Coffee w/the Principal, as well as many other ways for parents to be on campus and connected.

Counselors also engage families in transitioning to middle school, providing families resources, trainings, and additional supports.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

The LMS Family Newsletter is sent out weekly in any language using, Google Translate. Additionally, administration -- and teachers, as necessary -- communicate to families via email and robocalls.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Parent requested activities are reviewed by either the PTSA or the ELAC/SSGC. Through the School Climate Survey, parents are able to identify school needs and required supports for families.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

The principal ensures that the ELAC, SSGC and Newsletters support parents of all backgrounds. Agendas, minutes, handbook, website, Google Classroom, and Newsletters all are designed to engage and support all students and their parents.

This Compact was adopted by the Lincoln Middle School on 4:30pm- 4/24/24, and will be in effect for the period of 1 Year.

The school will distribute the Compact to all parents and family members of students participating on, or before:.

Name of Authorized Official: Jose Cuevas

Signature of Authorized Official here: Date Approved: April 24, 2024