



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Middle School	19-64980-6061659	5/14/2025	June 24, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to

California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Lincoln Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lincoln Middle School does not receive Title I Funding.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	38
Goal 3.....	42
Goal 4.....	46
Goal 5.....	48
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan.....	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53

Recommendations and Assurances54
Instructions.....55
Appendix A: Plan Requirements62
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements65
Appendix C: Select State and Federal Programs68

Plan Description

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

This plan is being used by Lincoln Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lincoln Middle School does not receive Title I Funding.

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.

Educational Partner Involvement

How, when, and with whom did Lincoln Middle 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 fall 2024 and at a spring 2024 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 Liaison (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, and District Assessments (STAR) results in the fall of 2024 and spring 2025. 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.

This section is required for all schools eligible for ATSI and CSI.

None are currently identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism:
ELs
Asian
Hispanics
Socioeconomically disadvantaged
Students with disabilities
White

ELA
Students with disabilities

Math
African American
Students with disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

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.

Classroom Observation

All teachers on the evaluation cycle participated in at least one formal observation, with feedback provided by administrators to highlight instructional strengths and next steps. Informal observations, including school tours and learning walks, occurred regularly. Key takeaways from the 2024–25 Learning Rounds included a strong focus on student engagement strategies, varied use of formative assessments, and increased use of culturally responsive practices. Administrators played an active role in collecting data and providing follow-up support to staff.

Chronic Absenteeism

Chronic absenteeism for the 2024–25 school year was 13%, with notable disparities across grade levels and student groups. This data informed targeted interventions through our student support team and was used to guide family outreach and attendance campaigns.

Surveys

Stakeholder surveys revealed several strengths: over 80% of students reported feeling safe and supported on campus, and 70% of families felt communication from the school was timely and clear. Areas for improvement included increasing student voice in decision-making and improving clarity around academic expectations. These insights helped shape our schoolwide priorities.

Standards, Assessment, and Accountability

Key data reviewed by our School Site Council included Star Renaissance and CAASPP IAB results. Highlights included growth in reading proficiency in grades 6 and 7, while math performance remained an area of concern, particularly for English Learners and students with disabilities. Disaggregated data revealed persistent achievement gaps, which informed our PLC cycles of inquiry and instructional strategy focus for the year.

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)

23-24- CAASPP Scores

Math - 66% of students meet/exceed standards

ELA- 79% of students meet/exceed standards

CAST- 66% of students meet/exceed standards

ELPAC- 84% Meet/Exceed standards

STAR Data, Suspension Data, California Schools Dashboard

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

Our School Leadership Team (SLT) includes teacher representatives from all departments: Math, Science, Humanities, Visual and Performing Arts, Physical Education, Special Education, and Counseling. The team's primary focus is to support student success across all subgroups, including African American, English Learners, Hispanic, Socio-Economically Disadvantaged, and Special Education students, particularly those not performing at the same level as their peers based on CAASPP results and other local data points. At the same time, we remain committed to challenging students who are meeting or exceeding academic benchmarks.

In previous years, the LMS School Site Council (SSC) identified Differentiation as a key instructional focus. Building on this foundation and in recognition of our school's rich diversity, our current focus integrates culturally responsive teaching strategies alongside differentiated instruction to meet the unique needs of all LMS students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lincoln Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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%	0	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
Two or More Races	13.22%	10.89%	9.28%	120	93	82
Not Reported	0.22%	0%	%	2	0	
Total Enrollment				908	854	884

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:

- The school's student population is showing signs of increasing diversity. White students continue to represent the largest demographic group, their proportion has slightly declined over the past two years. Meanwhile, the percentage of Hispanic/Latino students has gradually increased, and other groups such as Asian and African American students have remained relatively consistent. These shifts indicate a slow but steady trend toward a more diverse student body.
-

After a dip in total enrollment in the 2022–23 school year, the school experienced a slight rebound in 2023–24. Enrollment decreased from 908 in 2021–22 to 854 in 2022–23 but climbed back up to 884 in 2023–24. This pattern suggests that enrollment is stabilizing, possibly due to improved student retention, demographic trends, or increased incoming enrollment.

3.

Grade 8 experienced a notable increase in student enrollment in 2023–24, rising from 269 students the previous year to 310. This marks the most significant growth among grade levels tracked and may reflect a larger student cohort advancing through the grades. In contrast, enrollment in Grades 6 and 7 remained relatively consistent, highlighting that the surge in Grade 8 may be unique to that group or year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	5.0%	4.8%	4.5%
Fluent English Proficient (FEP)	159	149	178	16.8%	17.5%	20.1%
Reclassified Fluent English Proficient (RFEP)	72	61	75	7.9%	7.1%	8.5%

Conclusions based on this data:

- 1. Steady Decline in English Learner Enrollment**
The percentage of students identified as English Learners has steadily decreased over the past three years. From 5.0% in 2021–22, the rate fell to 4.8% in 2022–23 and then to 4.5% in 2023–24. This trend may suggest fewer newly enrolled EL students or increased progress in reclassification efforts over time.
- 2. Growth in Fluent English Proficient Students**
There has been a noticeable increase in the percentage of students classified as Fluent English Proficient (FEP), rising from 16.8% in 2021–22 to 20.1% in 2023–24. This consistent growth indicates that a larger portion of the student population enters the school system already proficient in English, potentially reflecting demographic shifts or early language acquisition outside of school.
- 3. Increased Reclassification Success**
The percentage of students reclassified from English Learners to Reclassified Fluent English Proficient (RFEP) has risen slightly over the three years, from 7.9% in 2021–22 to 8.5% in 2023–24. This upward trend highlights the school's ongoing success in supporting English Learners toward language proficiency and academic progress.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	306	270	284	297	261	278	297	261	278	97.1	96.7	97.9
Grade 7	270	299	280	265	291	277	265	291	276	98.1	97.3	98.9
Grade 8	332	267	310	322	260	296	322	260	296	97.0	97.4	95.5
All Grades	908	836	874	884	812	851	884	812	850	97.4	97.1	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2603.	2599.	2606.	47.47	39.85	52.16	34.34	42.15	30.22	11.45	14.18	11.15	6.73	3.83	6.47
Grade 7	2626.	2626.	2617.	43.02	43.99	38.77	38.11	36.08	38.77	13.96	13.40	14.49	4.91	6.53	7.97
Grade 8	2642.	2632.	2630.	42.86	41.54	36.49	36.34	33.08	41.22	15.53	16.92	14.53	5.28	8.46	7.77
All Grades	N/A	N/A	N/A	44.46	41.87	42.35	36.20	37.07	36.82	13.69	14.78	13.41	5.66	6.28	7.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	48.15	36.02	46.40	44.11	59.00	45.68	7.74	4.98	7.91
Grade 7	40.38	36.08	39.49	55.09	58.08	51.81	4.53	5.84	8.70
Grade 8	43.79	39.62	37.16	51.55	48.08	52.70	4.66	12.31	10.14
All Grades	44.23	37.19	40.94	50.11	55.17	50.12	5.66	7.64	8.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	38.72	39.46	38.13	52.53	54.79	53.24	8.75	5.75	8.63
Grade 7	50.19	50.86	41.67	45.66	41.58	50.36	4.15	7.56	7.97
Grade 8	37.58	36.54	35.81	54.04	53.46	53.04	8.39	10.00	11.15
All Grades	41.74	42.61	38.47	51.02	49.63	52.24	7.24	7.76	9.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.60	23.75	25.18	68.69	72.41	70.50	4.71	3.83	4.32
Grade 7	24.53	27.84	23.19	69.43	67.70	71.38	6.04	4.47	5.43
Grade 8	29.19	28.46	24.32	64.60	66.92	71.96	6.21	4.62	3.72
All Grades	26.92	26.72	24.24	67.42	68.97	71.29	5.66	4.31	4.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	43.10	35.63	43.17	52.19	62.07	52.52	4.71	2.30	4.32
Grade 7	38.87	42.96	38.77	53.96	49.83	53.99	7.17	7.22	7.25
Grade 8	44.41	40.77	37.50	52.48	54.23	59.46	3.11	5.00	3.04
All Grades	42.31	39.90	39.76	52.83	55.17	55.41	4.86	4.93	4.82

Conclusions based on this data:

- Overall ELA Performance Is Improving**
The schoolwide mean scale scores show a steady improvement across grade levels over the last three years, indicating that students are making academic gains in ELA. This upward trend suggests that instructional strategies and literacy supports are having a positive impact.
- Reading and Writing Show Stronger Growth Than Listening and Research**
Students are performing better in Reading and Writing domains, with a growing percentage meeting or exceeding standards. This implies that core literacy instruction is effectively supporting comprehension and writing development across grades.
- Listening and Research Inquiry Remain Areas of Focus**
The Listening and Research/Inquiry domains have a greater percentage of students scoring near or below standard. This indicates a need to strengthen instruction in listening comprehension and critical research skills, which are essential for academic success across content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	306	270	284	298	267	281	298	267	281	97.4	98.9	98.9
Grade 7	270	300	279	267	292	273	267	292	273	98.9	97.3	97.8
Grade 8	332	267	310	324	261	295	323	261	295	97.6	97.8	95.2
All Grades	908	837	873	889	820	849	888	820	849	97.9	98.0	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2580.	2574.	2584.	40.27	39.33	40.93	24.16	22.47	22.06	20.13	23.22	24.20	15.44	14.98	12.81
Grade 7	2605.	2602.	2608.	41.20	40.75	44.69	23.22	23.97	23.08	21.72	20.55	21.61	13.86	14.73	10.62
Grade 8	2629.	2618.	2618.	46.44	40.61	44.41	18.89	14.56	19.66	20.43	23.75	18.64	14.24	21.07	17.29
Grade 11															
All Grades	N/A	N/A	N/A	42.79	40.24	43.35	21.96	20.49	21.55	20.72	22.44	21.44	14.53	16.83	13.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	36.58	33.71	35.94	46.64	46.44	46.62	16.78	19.85	17.44
Grade 7	42.70	36.30	45.42	43.45	47.95	43.59	13.86	15.75	10.99
Grade 8	43.03	38.31	38.64	41.18	42.91	42.37	15.79	18.77	18.98
Grade 11									
All Grades	40.77	36.10	39.93	43.69	45.85	44.17	15.54	18.05	15.90

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.87	28.09	36.30	56.04	59.93	48.40	13.09	11.99	15.30
Grade 7	37.08	37.33	34.43	50.56	51.37	54.58	12.36	11.30	10.99
Grade 8	40.56	38.31	33.90	47.68	44.44	50.17	11.76	17.24	15.93
All Grades	36.26	34.63	34.86	51.35	51.95	51.00	12.39	13.41	14.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	36.24	38.20	36.65	51.68	49.81	52.67	12.08	11.99	10.68
Grade 7	33.33	34.59	32.97	56.18	56.85	58.24	10.49	8.56	8.79
Grade 8	38.08	31.42	33.22	51.70	54.02	59.66	10.22	14.56	7.12
All Grades	36.04	34.76	34.28	53.04	53.66	56.89	10.92	11.59	8.83

Conclusions based on this data:

- Overall Math Achievement Is Gradually Improving**
The schoolwide mean scale scores show a steady upward trend across tested grade levels, particularly from 2021–22 to 2023–24. This indicates progress in overall student understanding of math concepts and signals that current instructional strategies are positively impacting student outcomes.
- Concepts & Procedures Remain a Strength**
Among the math domains, students perform strongest in Concepts & Procedures, with a higher percentage of students meeting or exceeding the standard in this area compared to others. This suggests that students are building a solid foundation in computation and core mathematical skills.
- Problem Solving and Reasoning Need Continued Focus**
Student performance in Problem Solving/Data Analysis and Communicating Reasoning is lower, with a higher percentage of students scoring below standard in these domains. This highlights the need to deepen instruction in applied math, critical thinking, and mathematical communication.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	1576.5	1580.3	*	1591.3	1613.6	*	1560.9	1546.5	8	11	16
7	*	*	*	*	*	*	*	*	*	7	8	10
8	*	*	*	*	*	*	*	*	*	10	6	8
All Grades										25	25	34

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	63.64	62.50	*	9.09	25.00	*	18.18	6.25	*	9.09	6.25	*	11	16
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	52.00	58.82	28.00	8.00	29.41	8.00	20.00	5.88	20.00	20.00	5.88	25	25	34

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	72.73	87.50	*	9.09	0.00	*	9.09	6.25	*	9.09	6.25	*	11	16
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.00	60.00	73.53	24.00	16.00	14.71	0.00	8.00	5.88	20.00	16.00	5.88	25	25	34

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	36.36	25.00	*	36.36	37.50	*	9.09	25.00	*	18.18	12.50	*	11	16
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	32.00	32.35	32.00	24.00	29.41	24.00	20.00	26.47	24.00	24.00	11.76	25	25	34

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	18.18	62.50	*	72.73	25.00	*	9.09	12.50	*	11	16	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	12.00	20.00	52.94	68.00	60.00	35.29	20.00	20.00	11.76	25	25	34	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	72.73	81.25	*	18.18	12.50	*	9.09	6.25	*	11	16	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	76.00	68.00	85.29	8.00	20.00	8.82	16.00	12.00	5.88	25	25	34	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	36.36	31.25	*	45.45	50.00	*	18.18	18.75	*	11	16	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	20.00	36.00	44.12	40.00	32.00	35.29	40.00	32.00	20.59	25	25	34	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	45.45	25.00	*	45.45	68.75	*	9.09	6.25	*	11	16
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.00	32.00	17.65	80.00	56.00	76.47	8.00	12.00	5.88	25	25	34

Conclusions based on this data:

- 1. Most English Learners Are Progressing in Speaking and Listening Domains**
 Across grade levels, students generally demonstrate higher performance in the Speaking and Listening domains. These areas often show a concentration of students in the upper performance levels (e.g., Level 3 or 4), indicating that oral language skills are a relative strength for English Learners at Lincoln Middle School.
- 2. Reading and Writing Remain Areas for Growth**
 The data reveals lower performance in the Reading and especially Writing domains, with a greater number of students scoring at Level 1 or 2 in these areas. This suggests a need for targeted instructional support in academic vocabulary, reading comprehension, and structured writing practices.
- 3. Targeted Support Is Needed in Upper Grades**
 A closer look shows that upper-grade students (e.g., grades 7–8) have more students performing at lower levels in multiple domains, particularly Reading and Writing. This trend suggests the importance of reinforcing academic language development through content-area integration and ELD (English Language Development) support before students exit the program.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
884	24.7%	4.5%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	4.5%
Foster Youth	0	0.0%
Homeless	3	0.3%
Socioeconomically Disadvantaged	218	24.7%
Students with Disabilities	122	13.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	5.5%
American Indian	3	0.3%
Asian	89	10.1%
Filipino	2	0.2%
Hispanic	175	19.8%
Two or More Races	82	9.3%
Pacific Islander	1	0.1%
White	483	54.6%

Conclusions based on this data:

1. Predominantly White Student Population

The data reveals that over half of the student body identifies as White (54.6%), followed by Hispanic students at 19.8%, and Asian students at 10.1%. These three groups together account for over 84% of the total enrollment. This demographic makeup suggests the importance of ensuring curriculum and instruction are both inclusive and reflective of the cultural backgrounds present at the school.

2. **Nearly One in Four Students Are Socioeconomically Disadvantaged**
Approximately 24.7% of students at Lincoln Middle School are identified as socioeconomically disadvantaged. This indicates that nearly one-quarter of the student population may face barriers such as limited access to educational resources outside of school, emphasizing the need for targeted supports, equitable access to enrichment opportunities, and family engagement strategies.
3. **Significant Percentage of Students with Disabilities**
Students with disabilities make up 13.8% of the enrollment—more than one in ten students. This highlights the need for strong systems of support, such as inclusive practices, differentiated instruction, and well-coordinated special education services to ensure all students are able to thrive academically and socially.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. **High Academic Achievement:** Lincoln Middle School is performing at the highest level in both English Language Arts and Mathematics, earning a Blue rating in both areas. This indicates that students are consistently meeting or exceeding state academic standards, reflecting strong instructional practices and student support.

2. **Attendance is a Key Area of Concern:**
The school received an Orange rating for Chronic Absenteeism, signaling a significant issue with student attendance. Addressing this concern will require targeted strategies to increase daily attendance and ensure students are consistently present and engaged in learning.
3. **School Climate Needs Improvement:**
Lincoln Middle School earned a Yellow rating for its Suspension Rate, suggesting room for improvement in school climate and student behavior supports. Efforts to build positive behavior systems and restorative practices could help reduce suspensions and enhance the overall learning environment.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>67.4 points above standard</p> <p>Maintained 0.7 points</p> <p>849 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>7.2 points above standard</p> <p>Declined 5.1 points</p> <p>82 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>56.8 points below standard</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>24.1 points above standard</p> <p>Increased 7.8 points</p> <p>221 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>22.8 points below standard</p> <p>Maintained 1.5 points</p> <p>116 Students</p>	<p>African American</p>  <p>Yellow</p> <p>2.9 points below standard</p> <p>Declined 5.0 points</p> <p>47 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>92.2 points above standard</p> <p>Declined 9.6 points</p> <p>85 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>27.5 points above standard</p> <p>Increased 8.4 points</p> <p>166 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>93.1 points above standard</p> <p>Declined 8.9 points</p> <p>80 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>79.3 points above standard</p> <p>Maintained 0.4 points</p> <p>465 Students</p>

Conclusions based on this data:

- 1. Strong Overall Performance with Equity Gaps**
 Lincoln Middle School achieved a Blue rating overall, with students scoring 67.4 points above standard in English Language Arts. However, there are notable equity gaps among subgroups, especially for Students with Disabilities (Orange) and African American students (Yellow), both of whom are performing below the standard. These gaps highlight the need for more targeted supports for specific student populations.
- 2. Socioeconomically Disadvantaged and Hispanic Students Are Improving**
 Both Socioeconomically Disadvantaged and Hispanic student groups performed well, receiving Green ratings. Hispanic students improved by 8.4 points and are now 27.5 points above standard, while socioeconomically disadvantaged students improved by 7.8 points. This suggests that efforts to support historically underserved groups are having a positive impact.
- 3. Academic Declines in Some High-Performing Groups**
 Despite high achievement levels, Asian and Two or More Races student groups—both rated Green—experienced performance declines of 9.6 and 8.9 points, respectively. Monitoring and addressing the reasons behind these declines is important to ensure continued success and prevent further drops.

School and Student Performance Data

Academic Performance Mathematics

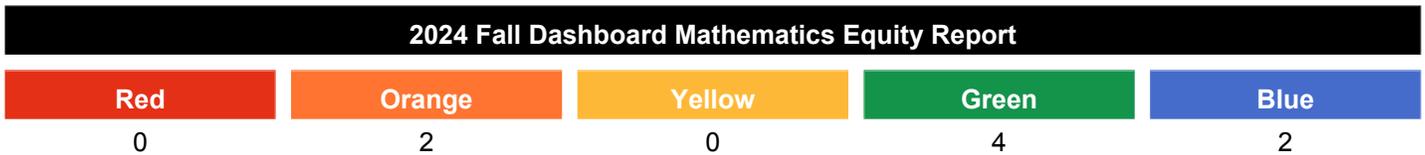
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>35.3 points above standard</p> <p>Increased 6.7 points</p> <p>852 Students</p>	<p>English Learners</p> <p>Green</p> <p>12.9 points below standard</p> <p>Increased 16.0 points</p> <p>89 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>122.5 points below standard</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>19.5 points below standard</p> <p>Increased 18.8 points</p> <p>224 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>70.1 points below standard</p> <p>Maintained 1.6 points</p> <p>118 Students</p>	<p>African American</p>  <p>Orange</p> <p>49.1 points below standard</p> <p>Maintained 1.2 points</p> <p>47 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>78.2 points above standard</p> <p>Declined 15.1 points</p> <p>86 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>18.4 points below standard</p> <p>Increased 18.5 points</p> <p>169 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>69.1 points above standard</p> <p>Increased 11.3 points</p> <p>79 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>49.6 points above standard</p> <p>Increased 6.7 points</p> <p>465 Students</p>

Conclusions based on this data:

- Overall Growth and Strong Performance**
Lincoln Middle School earned a Blue rating overall in Mathematics, with students scoring 35.3 points above standard and showing an increase of 6.7 points. This reflects both high achievement and positive growth across the student body.
- Significant Improvement for Underserved Groups**
English Learners, Socioeconomically Disadvantaged, and Hispanic students all earned Green ratings and showed notable gains—16.0, 18.8, and 18.5 points respectively. While these groups remain below standard, the strong upward trajectory highlights effective support strategies.
- Persistent Achievement Gaps**
Despite gains, Students with Disabilities and African American students remain in the Orange category, scoring 70.1 and 49.1 points below standard, respectively. These persistent gaps indicate a continued need for focused interventions and equity-driven instructional practices.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 89.7% making progress. Number Students: 29 Students	Long-Term English Learner Progress  No Performance Color 91.7% making progress. Number Students: 12 Students

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.

2024 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
0%	3.4%	20.7%	62.1%

Conclusions based on this data:

- High Rates of Language Development Progress**
 An impressive 89.7% of English Learners at Lincoln Middle School are making progress toward English proficiency, indicating that the majority of students are advancing in their language skills. Similarly, 91.7% of Long-Term English Learners are also progressing, demonstrating effective language support practices across different EL groups.
- Strong Acquisition Outcomes with No Decline**
 Among English Learners, 62.1% progressed at least one ELPI level, and 0% declined, which shows that all students either maintained or improved their English proficiency. This reflects a strong upward trend in English language development and effective instructional interventions.
- Need to Increase Advanced Level Attainment**
 While most students are making progress, only 20.7% maintained ELPI Level 4, the highest proficiency band, and 3.4% remained at lower levels. This suggests a need to focus more on helping students not just progress, but reach and sustain the highest levels of language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>12.5% Chronically Absent</p> <p>Increased 1.2</p> <p>902 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>15.6% Chronically Absent</p> <p>Increased 3.7</p> <p>45 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>0</p> <p>15 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>19.8% Chronically Absent</p> <p>Increased 2</p> <p>242 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>18.9% Chronically Absent</p> <p>Increased 1.4</p> <p>127 Students</p>	<p>African American</p>  <p>Yellow</p> <p>11.8% Chronically Absent</p> <p>Declined 7.8</p> <p>51 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Orange</p> <p>7.5% Chronically Absent</p> <p>Increased 3.8</p> <p>93 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>21.4% Chronically Absent</p> <p>Increased 6.2</p> <p>182 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>8.3% Chronically Absent</p> <p>Declined 1.2</p> <p>84 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>11.1% Chronically Absent</p> <p>Maintained 0.2</p> <p>486 Students</p>

Conclusions based on this data:

- 1. Chronic Absenteeism Is a Schoolwide Concern**
Lincoln Middle School received an Orange rating overall, with 12.5% of students chronically absent and an increase of 1.2 percentage points from the previous year. This highlights a broader issue with student attendance that requires schoolwide attention and strategic intervention.
- 2. Significant Attendance Challenges for Vulnerable Student Groups**
Hispanic students were the most affected, with a Red rating and 21.4% chronically absent, an increase of 6.2 points. Other groups with high chronic absenteeism rates include Socioeconomically Disadvantaged (19.8%) and Students with Disabilities (18.9%), both rated Orange, showing persistent attendance challenges among the most vulnerable populations.
- 3. Pockets of Improvement Exist**
Notably, African American students received a Yellow rating and showed a decline of 7.8 percentage points in chronic absenteeism, reflecting meaningful progress. Additionally, students identified as Two or More Races earned a Green rating, with relatively low absenteeism at 8.3%, demonstrating that targeted strategies may be working in some areas.

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.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

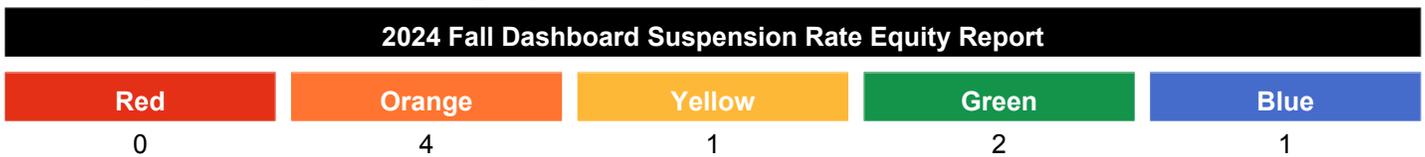
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>911 Students</p>	<p>English Learners</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 2.1%</p> <p>46 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>13.3% suspended at least one day</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7% suspended at least one day</p> <p>Increased 0.3%</p> <p>244 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.9% suspended at least one day</p> <p>Increased 1.4%</p> <p>127 Students</p>	<p>African American</p>  <p>Yellow</p> <p>9.8% suspended at least one day</p> <p>Declined 3.9%</p> <p>51 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 0.3%</p> <p>94 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6% suspended at least one day</p> <p>Increased 3%</p> <p>184 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3.2%</p> <p>84 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>3.7% suspended at least one day</p> <p>Declined 0.3%</p> <p>492 Students</p>

Conclusions based on this data:

- 1. Overall Suspension Rate is Moderate**
 Lincoln Middle School received a Yellow rating overall, with 4% of students suspended at least once during the school year. This rate remained steady compared to the previous year and indicates a moderate need for continued attention to school climate and behavior supports.
- 2. Disproportionate Impact on Specific Student Groups**
 Several groups experienced higher-than-average suspension rates, including Students with Disabilities (7.9%), Hispanic students (6%), and Socioeconomically Disadvantaged students (7%), all rated Orange. These disparities suggest a need to evaluate disciplinary practices and expand equity-focused interventions.
- 3. Strong Outcomes for Some Subgroups**
 Some student groups demonstrated strong outcomes. Asian students received a Green rating with only 2.1% suspended, while students of Two or More Races earned a Blue rating with 0% suspensions. These results may reflect effective supports or engagement strategies that could be replicated for other groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts & Mathematics

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 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- 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 3%.
- 2) Provide professional development in the areas of differentiated instruction, restorative practices, 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>2024 CAASPP Results</p> <p>Schoolwide: Math = 65% MET OR EXCEEDED ELA = 78% MET OR EXCEEDED</p> <p>African American: Math = 6th (65%); 7th (47%); 8th (58%) MET OR EXCEEDED ELA = 6th (64%); 7th (46%); 8th (58%) MET OR EXCEEDED</p> <p>Hispanic/Latino: Math = 6th (34%); 7th (43%); 8th (30%) MET OR EXCEEDED ELA = 6th (70%); 7th (66%); 8th (57%) MET OR EXCEEDED</p>	<p>SMART GOALS:</p> <p>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%.</p> <p>By June 2025, decrease the percentage of students who are in the "standard not met" band by at least 5%.</p>
Star	<p>There are 893 students who are given the opportunity to take the STAR Exam at LMS</p> <p>Percent of students at or above in Star Reading: 78% (+1) Percent of students at or above in Star Math: 60% (-2)</p>	<p>SMART GOAL:</p> <p>By Spring 2025, there will be a 2% increase in students who are at above standard in both STAR Math and STAR Reading.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Summer and afterschool planning hourly (\$82/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.	All students	<p>20,805</p> <p>Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time & benefits 3,500</p> <p>Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Instructional Coach</p>
1.2	Substitute coverage for Humanities, SPED, Science, Math, PE. Work includes creating, planning, and grading common assessments; learning rounds, and worthwhile life interviews (\$210/day)	All Students	<p>18,400</p> <p>Site Formula Funds 1000-1999: Certificated Personnel Salaries</p> <p>6,346</p> <p>Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries</p>

1.4	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.	All Students	3,500 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures
1.6	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.	All Students	6,522 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.
1.10	Professional Memberships to support continued implementation of high-leverage practices.	All Students; sub-groups	1000 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures
1.11	LMS grade-level coordinators (Grade Level, ASB, \$3,000 inclusive of benefits) will plan, coordinate, and prepare important grade-level activities.	All Students	11,000 Site Formula Funds 1000-1999: Certificated Personnel Salaries 5,100 Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024–25 school year, Lincoln Middle School implemented a comprehensive set of strategies in support of Goal 1, focusing resources on teacher planning, professional development, and collaborative structures to strengthen instructional quality and improve student outcomes.

The school prioritized extended learning time for educators by funding summer and afterschool planning sessions across all departments. This initiative engaged 52 teachers in collaboratively developing units, mapping lessons, and designing interventions aligned with schoolwide goals. These sessions also supported preparation for events such as the 7th Grade Writing Night, which promotes literacy and college-readiness.

As a result of this sustained collaboration and strategic planning, CAASPP scores remained strong, with both Math and ELA maintaining blue level indicators. However, data showed limited progress for some English Learners and recently

reclassified students. In response, the school is implementing a collaborative reading intervention class to provide targeted support and accelerate growth for these students.

Substitute coverage allowed for job-embedded professional development, enabling teachers to participate in learning rounds, calibrate common assessments, and engage in culturally responsive practices such as worthwhile life interviews. It also gave teams the time to analyze student data, norm and score assessments, and identify learning gaps early before they widen. These practices support consistency in instruction and strengthen staff capacity to build inclusive, responsive learning environments.

Additional funding supported professional memberships and conference attendance, ensuring staff access to current research and best practices aligned with equity and future-ready learning. Technology, instructional materials, and campus maintenance were also funded to ensure an optimal teaching and learning environment.

Grade-level coordination roles were funded to strengthen instructional leadership and promote coherence across teams. Coordinators played a key role in supporting alignment and consistent implementation of schoolwide strategies.

Collectively, these efforts advanced Lincoln's commitment to socially just, academically rigorous instruction. The combination of time, collaboration, and strategic investment in human and material resources supports a sustainable model for continuous improvement and student empowerment.

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

N/A

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. Support and training will be provided by our SLT and teachers will have the opportunity to engage in a personalized cycle of inquiry with our instructional coach.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	<p>2024 CAASPP Results</p> <p>Schoolwide: Math = 65% MET OR EXCEEDED ELA = 78% MET OR EXCEEDED</p> <p>African American: Math = 6th (65%); 7th (47%); 8th (58%) MET OR EXCEEDED ELA = 6th (64%); 7th (46%); 8th (58%) MET OR EXCEEDED</p> <p>Hispanic/Latino: Math = 6th (34%); 7th (43%); 8th (30%) MET OR EXCEEDED ELA = 6th (70%); 7th (66%); 8th (57%) MET OR EXCEEDED</p> <p>English Learners ELA- 35% Math -40%</p>	<p>SMART GOAL:</p> <p>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%.</p>
Reclassification Rates	<p>Reclassification Rates</p> <p>2019-2020 = 12% reclassified 2020-2021 = 26% reclassified 2021-2022 = 52% reclassified 2022-2023 = 30% reclassified 2023-2024 = 65% reclassified</p>	<p>SMART GOALS:</p> <p>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%.</p> <p>By June 2025, Reclassify 100% of students who entered LMS already meeting two of the three reclassification criteria in the fall of 2021.</p> <p>By June 2025, Reclassify 100% of students who entered LMS already meeting one of the three reclassification criteria in Fall of 2021.</p> <p>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.</p>
Star	<p>Out of the 37 English Learners students enrolled in Lincoln Middle School, 34 were tested in Star Reading and in Star Math.</p>	<p>By 20256, at least 23% of EL students will test at or above grade level in STAR Reading.</p>

	Percent of EL students at or above in Star Reading: 14% Percent of EL students at or above in Star Math: 36%	By 2026, at least 42% of EL students will test at or above grade level in STAR Math
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Technology/Digital Programs to provide supplemental support for all students and MLs, including programs that help address reading and speaking.	All- Including MLs	2,200 Stretch Grant (Ed Foundation) 0000: Unrestricted
2.16	Interpretation and Translation Services	All student; MLs	600 Site Formula Funds None Specified 400 Stretch Grant (Ed Foundation) None Specified
2.17	Targeted multilingual materials through tech	All Students	4614 Site Formula Funds 0000: Unrestricted
2.18	Intervention	Students in need of Intervention	2,500 Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher Hourly 1,000 Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Teacher Hourly

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

To support Goal 2, Lincoln Middle School will implement targeted strategies to improve English proficiency and academic achievement for Multilingual Learners (MLs) through a combination of direct services and integrated, schoolwide efforts.

Strategic funding will support teacher planning and collaboration through summer and afterschool hourly pay, with a designated focus on English Language Development (ELD) and Special Populations staff. These structured sessions will bring together ELD teachers, literacy coaches, and content-area educators to co-develop lessons and units that align

with both ELD standards and grade-level academic expectations. Key priorities will include embedding language supports into core instruction and designing effective interventions for MLs.

Substitute coverage will be strategically utilized to support professional growth and instructional alignment. Teachers of multilingual learners will be released to engage in cross-disciplinary planning, analyze student data, and co-create common formative assessments. Additional sub days will be designated for visits to JAMS, where teachers will observe instructional practices that support multilingual learners and apply those strategies in their own classrooms. Further sub coverage will allow teachers to deepen their understanding of Phontus and Penell reading levels, ensuring they can effectively integrate this knowledge into their instruction. Reading workshops will also be provided to support the specific needs of teachers working with MLs.

To enhance personalized learning, additional technology and digital programs will be purchased to supplement district-provided tools, ensuring multilingual learners have access to adaptive platforms that support individualized language development. Funds will also support essential supplies and operating costs to maintain the infrastructure for this work.

Teachers will engage in intentional planning to scaffold instruction, differentiate content, and integrate meaningful language practice across disciplines. The inclusion of ELD staff in schoolwide planning and leadership structures will ensure that language development remains central to instructional decision-making. Progress will be monitored using multiple measures, including STAR assessments, schoolwide writing benchmarks, and classroom work samples reviewed in professional learning communities.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School climate, safety, and 21st Century Learning

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lincoln Middle School will continue to strengthen its commitment to restorative practices by implementing Restorative Justice practices, fostering a shared approach to student behavior that emphasizes accountability and relationship-building over punishment. We will also roll out a Positive Behavioral Interventions and Supports (PBIS) system to proactively promote positive behavior and a supportive school climate. Additionally, staff will engage in ongoing professional development focused on culturally relevant pedagogy to better address the diverse academic and social-emotional needs of our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	In 2024-25, 4.0% of all students were suspended at least one day. 9% 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%.
Chronic Absenteeism	All Students 12.5% chronically absent Increased by 1.2% (percent and change not shown in this image) Asian 7.5% chronically absent Increased by 3.8% English Learners 15.6% chronically absent Increased by 3.7% Socioeconomically Disadvantaged 19.8% chronically absent Increased by 2.0%	For the 2025–26 school year, Lincoln Middle School should aim to reduce overall chronic absenteeism from 12.5% to 10.5% or lower. Targeted subgroup goals include reducing rates among English Learners to 13%, Socioeconomically Disadvantaged students to 16.5%, Students with Disabilities to 16.5%, and Hispanic students to 17.5%. These goals reflect realistic yet ambitious improvements of 2–4 percentage points, guided by state benchmarks and recent performance trends. Achieving these outcomes will require consistent monitoring, early intervention, and strong family engagement efforts.

	<p>Students with Disabilities 18.9% chronically absent Increased by 1.4%</p> <p>White 11.1% chronically absent Maintained (change of 0.2%)</p>	
Creation of CTE	Currently, LMS will offer 2 classes that are in line with our high school's CTE pathways.	By June 2026, LMS will have created at least one more pathway in conjunction with CTE.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Funds have been allocated to provide additional hours for the school nurse and health assistant to support students both before the school year begins and beyond the regular instructional day.	All Students	2030 Site Formula Funds 1000-1999: Certificated Personnel Salaries 1000 Stretch Grant (Ed Foundation) 0000: Unrestricted
3.2	5th to 6th grade transition activities which allows these students to build community and become acclimated with LMS.	All Students (6th grade) and Students new to LMS	4250 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Camp Lincoln - Fulcrum Learning Solutions
3.4	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.	Students interested in drama/theatre	3500 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures
3.6	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.	All Students/Families	8,500 Site Formula Funds
3.7	Field trips/Enrichment activities	all studens	2000 Stretch Grant (Ed Foundation) 0000: Unrestricted
3.8			
3.17	5th to 6th Grade Transitions (Get Your Stuff Day/Camp Lincoln), teacher hourly (Planned Parenthood meetings), 5th grade "Lion Lowdown"	All 6th Grade Students	4000 Site Formula Funds 1000-1999: Certificated Personnel Salaries

	staff hourly, sub coverage for 5th grade tour & Camp Lincoln		
3.18	Facilities improvement to help upgrade the look of the campus	All students	6000 Stretch Grant (Ed Foundation) 0000: Unrestricted
3.19	Additional hours for counselors to support the diverse needs of our students. Which include counseling, scheduling, and preparation for the start of school.	All Students	5500 Site Formula Funds 1000-1999: Certificated Personnel Salaries
3.20	General Supplies for classroom support.	All Students	2000 Site Formula Funds 0000: Unrestricted 4000 Stretch Grant (Ed Foundation) 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Funding was intentionally allocated to ensure that all students and families felt welcome, informed, and supported within an inclusive, culturally responsive environment.

Interpretation and translation services significantly increased multilingual family participation in school events and improved access to key information. Student-centered events, including field trips and enrichment activities, helped strengthen school connectedness and provided valuable real-world learning opportunities.

Transition efforts such as Get Your Stuff Day, Camp Lincoln, and the Lion Lowdown were well-received by students and families, reducing anxiety and building early connections. The intentional planning time and substitute coverage enabled staff to engage in meaningful preparation that supported smoother transitions.

The addition of quad tables enhanced outdoor spaces, making common areas more inviting and usable during lunch and break periods. Staffing-related investments, such as additional hours for counselors, office staff, supervision, and the Bilingual Community Liaison, proved essential in maintaining a safe, responsive, and student-centered environment.

Partnerships with outside providers such as Fulcrum and the drama enrichment vendor offered unique social-emotional learning opportunities and creative outlets for students, supporting both engagement and wellness.

While many strategies were successful, several areas for growth emerged. One key challenge was effectively reaching the families who needed support the most. Despite the availability of interpretation and translation services, some communications did not fully connect with all households. This highlighted the need to diversify communication channels, such as phone calls, text messages, and in-person outreach, and to tailor messaging to meet families where they are.

Scheduling was another consideration. Some family engagement opportunities were held at times that were not accessible for working parents or guardians with limited flexibility. Offering events at varied times and providing alternative formats, such as recordings or virtual options, may help increase participation and inclusivity.

In addition, there is a need to find ways to make parent engagement more meaningful and tailored to families' specific needs and priorities. This includes creating more opportunities for two-way communication, gathering feedback regularly, and designing events or supports that reflect what families value most in their partnership with the school.

Building on this year's successes, Lincoln Middle School will refine communication strategies, expand family engagement touchpoints, and work to ensure all students, especially those furthest from opportunity, are represented in enrichment, transition, and wellness programming. Ongoing reflection and partnership with families, staff, and community organizations will remain central to sustaining progress toward Goal 3.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting English Learners

All English Learners will graduate high school prepared for college and careers.

2.2 All teachers will implement the new ELD standards by 2017-18.

4.4 The percentage of ELs making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.

4.5 The EL reclassification rate will be no less than 12% by 2017-18.

8.2 The percentage of long-term English learners (LTELs) will be no more than 18% by 2016-17.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Continue to reclassify ELs students who meet the criteria.

Provide scaffolding in support for EL students who are not in the ELD and Lit support classes.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue to reclassify ELs students who meet the criteria.

Provide scaffolding in support for EL students who are not in the ELD and Lit support classes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting English Learners

All English Learners will graduate high school prepared for college and careers.

2.2 All teachers will implement the new ELD standards by 2017-18.

4.4 The percentage of ELs making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.

4.5 The EL reclassification rate will be no less than 12% by 2017-18.

8.2 The percentage of long-term English learners (LTELs) will be no more than 18% by 2016-17.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,267.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
Site Formula Funds	\$87,471.00
Stretch Grant (Ed Foundation)	\$43,796.00

Subtotal of state or local funds included for this school: \$131,267.00

Total of federal, state, and/or local funds for this school: \$131,267.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,965.12	1,965.12
Stretch Grant (Ed Foundation)		
Site Formula Funds	84,788	-2,683.00

Expenditures by Funding Source

Funding Source	Amount
Site Formula Funds	87,471.00
Stretch Grant (Ed Foundation)	43,796.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,500.00
0000: Unrestricted	21,814.00
1000-1999: Certificated Personnel Salaries	80,181.00
5000-5999: Services And Other Operating Expenditures	7,522.00
5800: Professional/Consulting Services And Operating Expenditures	12,250.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Site Formula Funds	8,500.00
0000: Unrestricted	Site Formula Funds	6,614.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	64,235.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	7,522.00
None Specified	Site Formula Funds	600.00
0000: Unrestricted	Stretch Grant (Ed Foundation)	15,200.00

1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	15,946.00
5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	12,250.00
None Specified	Stretch Grant (Ed Foundation)	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,173.00
Goal 2	11,314.00
Goal 3	42,780.00

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
Wendy Meyer	Parent or Community Member
Jose Cuevas	Principal
Nallely Gutierrez	Other School Staff
Connor Lemster	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
Ian Rowe	Classroom Teacher
Celestine Oppenheim	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 14, 2025.

Attested:



Principal, Jose Cuevas, Principal on 5/24/2025

SSC Chairperson, Pat Leahy on 5/24/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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