School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Middle School	19-64980-6061659	5/17/2023	June 29, 2023

Purpose and Description

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

Lincoln Middle School does not receive Title I Funding.

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

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

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Olweus, Staff School Climate Survey, California Healthy Kids Survey, and Student Engagement Survey. Please see survey results in the attachments (Please note that much data for the 2019-21 school years is unavailable due to the Covid-19 school closure or other related limitations; however, data for later years is available).

Classroom Observations

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

Every teacher on the evaluation cycle has a minimum of one formal observations (in some cases, two). Informal observations occur as well. Visual and Performing Arts classes, PE, and most 6th grade academic classes are visited informally during our school tours. Each year, our School Site Council (SSC) has at least one learning walk to visit classrooms as part of our monitoring of strategies implemented to support student learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

See the LMS SLT Plan in the attachments.

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

Our School Leadership Team (SLT) consists of teacher representatives from all departments (Math, Science, Humanities, Visual and Performing Arts, Physical Education, Special Education, and Counseling). Our area of focus supports the students in our subgroups (African American, English Learners, Hispanic, Socio-Economic Disadvantaged & Special Education) who are not performing as well as others based on our CAASPP and other local measures (additional data points), while simultaneously stretching students who are meeting/exceeding benchmarks. In previous years, the LMS SSC determined that a focus on Academic Discourse (both spoken and written) would be most appropriate. Research shows that a focus on academic language provides support and scaffolding to those acquiring academic content language, utilizes culturally responsive teaching strategies, and allows for differentiation for those who are exceeding standards. Further, it is applicable to all content areas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet highly qualified requirements.

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

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

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

Staff development is focused on alignment with the CA Common Core State Standards, district initiatives, and supporting PLCs (who support student achievement). The SLT provides customization of professional development to meet site needs, including a concerted effort over the 2022-23 school year to engage/support all teachers in action-researth (i.e., cycles of inquiry).

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

We have a halt-time instructional coach (reduced from a full-time position) who works to support teachers in all content areas. There are two District Tech TOSAs who support teachers with the integration of technology into their instructional programs. Three full-time administrators provide instructional coaching across all content areas. Our district content experts also assist teachers with curriculum support integration of best instructional practices into their daily routines. Unfortunately, the loss of a dedicated Lincoln instructional coach has had a detrimental impact on all teachers, including but not limited to support with curriculum integration, the implementation/development of high-leverage practices, data-driven/evidence-based exercises to better interpret/understand student achievement (or lack thereof), not to mention the support of having an expert who can guide/motivate teachers.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

Appropriate materials are used.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council (SSC) has parity in the representation of staff & parents. In the past, the LMS English Learner Advisory Committee (ELAC) has represented current EL students and reclassified students. This year, due to lack of representation on the ELAC (despite all effforts), the ELAC was represented on the School Site Council in lieu of an actual ELAC committee.

Funding

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

We do not receive categorical funding.

Fiscal support (EPC)

Stretch Grant from the Santa Monica Education Foundation, Site Formula Funds, Lottery funds, and PTSA support. Due to declining enrollment and a reduction in the Ed Foundation contribution, LMS for the 23-24 school year has had to make reductions in the amount of approximately $27,000.00 dollars.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input from staff to the SPSA is provided through our School Leadership Team (SLT) which consists of elected representatives from our faculty and our literacy coach. The SLT designs, implements, and refines our school implementation plan in consultation with the principal. Our English Learners Advisory Council (ELAC) reviewed the SPSA during the spring of 2022 and at a fall 2022 ELAC meetings. During the Spring meetings, our SSC revised our SPSA goals so that our goals for reclassification are based on where the students are when they enter LMS. We aim to reclassify students prior to them leaving LMS dependent on the number of reclassification benchmarks they have met and their grade level when they enter our school. Our Bilingual Community Liasson (BCL) attends our School Site Council (SSC) meetings to help ensure the input of our ELAC is considered by the SSC. Our SSC reviewed our Interim Benchmark Assessments and District Writing Assessment results in the fall of 2022. Throughout the academic year, the SSC has monitored the implementation and outcomes of our SPSA through data analysis. For the 23-24 SPSA, the 22-23 SSC significantly revised the three goals in order to better reflect the overall mission of the school.

Resource Inequities

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

None are currently identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.12%			1
African American	4.7%	5.73%	5.85%	50	52	50
Asian	10.1%	9.69%	8.9%	106	88	76
Filipino	0.8%	0.66%	0.35%	8	6	3
Hispanic/Latino	20.3%	21.26%	19.09%	214	193	163
Pacific Islander	0.2%	0.11%	0%	2	1	0
White	50.4%	49.12%	54.8%	531	446	468
Multiple/No Response	12.0%	13.22%	10.89%	126	120	93
			Total Enrollment	1,054	908	854

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	311	306	281
Grade 7	356	270	304
Grade 8	387	332	269
Total Enrollment	1,054	908	854

Conclusions based on this data:

1. LMS enrollment has historically been strong and was growing until COVID -19. Currently our enrollment is at the lowest level it has been in the last 7 years and continues to decline. LMS must better understand the needs/desires of the local community in regards to what they want in terms of their child's education. Furthermore, it is necessary to increase the involvement of families in the school: in other words, families must be made to feel like partners in their child's education.
2. Since enrollment continues to decline, staffing has also had to be reduced. At the end of 2020-21, two teachers who left were not replaced (due to attrition). At the end of the 22-23 school year, two other positions were also reduced due to attrition. This has forced the Master Schedule to reduce services/offerings to students, that have in the past, been very beneficial and attractive to families.
3. White (51%) and Hispanic/Latino (22%) subgroups comprise the majority of the population, with Multiple/No Response (12%) and Asian (9%) being the next largest groups. The African- American subgroup is 5% of the population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	53	44	37	5.00%	4.8%	4.3%
Fluent English Proficient (FEP)	177	159	149	16.80%	17.5%	17.4%
Reclassified Fluent English Proficient (RFEP)	14	n/a	17	26.4%	n/a	45.9%

Conclusions based on this data:

1. The number of students identified as English Learners over the last three years has declined. Also, the demographic data of this group has changed (significant influx of Ukrainian and Russian students).
2. According to this data, our reclassification percentages have increased between 20-21 and 22-23. However, the percentage of students reclassified in 22-23 is misleading as the the overall number of EL students has declined (n=53 to n=37).
3. Our goal is to reclassify most, if not all, EL students prior to them entering high school. We aim to decrease the number of LTELs who don't reclassify prior to high school.

School and Student Performance Data

Local Assessment Data
English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Spring Star Diagnostic Data	855	775	74%	9%

Local Assessment Data
Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	855	787	70%	8%

Conclusions based on this data:

1. Between 8-9% of students did not participate in the testing; it is inclusive as to why these students did not participate.
2. In ELA, 26% of students did not perform at or above grade level. The school/district must address grade-level specific instructional practices in order to determine what must occur to meet the academic needs of these students.
3. In Math, 30% of students did not perform at or above grade level. The school/district must address grade-level specific instructional practices in order to determine what must occur to meet the academic needs of these students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	291	306		0	297		0	297		0.0	97.1	
Grade 7	340	270		0	265		0	265		0.0	98.1	
Grade 8	367	332		0	322		0	322		0.0	97.0	
All Grades	998	908		0	884		0	884		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2603.			47.47			34.34			11.45			6.73	
Grade 7		2626.			43.02			38.11			13.96			4.91	
Grade 8		2642.			42.86			36.34			15.53			5.28	
All Grades	N/A	N/A	N/A		44.46			36.20			13.69			5.66	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		48.15			44.11			7.74	
Grade 7		40.38			55.09			4.53	
Grade 8		43.79			51.55			4.66	
All Grades		44.23			50.11			5.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		38.72			52.53			8.75	
Grade 7		50.19			45.66			4.15	
Grade 8		37.58			54.04			8.39	
All Grades		41.74			51.02			7.24	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.60			68.69			4.71	
Grade 7		24.53			69.43			6.04	
Grade 8		29.19			64.60			6.21	
All Grades		26.92			67.42			5.66	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		43.10			52.19			4.71	
Grade 7		38.87			53.96			7.17	
Grade 8		44.41			52.48			3.11	
All Grades		42.31			52.83			4.86	

Conclusions based on this data:

1. Overall, in 2022-23, LMS students are doing well in ELA. When the 2022-23 SSC reviewed data from spanning from fall 2019 on, it suggested that students still showed growth in ELA.
2. Listening: Demonstrating effective communication skills has been a key area of focus for us, and we have seen continuous growth.
3. Writing: LMS records the highest percentage of students performing below standard for this area for 21-22. Once the 22-23 data is available, it will be interesting to see if this trend continues.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2580.			40.27			24.16			20.13			15.44	
Grade 7		2605.			41.20			23.22			21.72			13.86	
Grade 8		2629.			46.44			18.89			20.43			14.24	
All Grades	N/A	N/A	N/A		42.79			21.96			20.72			14.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		36.58			46.64			16.78	
Grade 7		42.70			43.45			13.86	
Grade 8		43.03			41.18			15.79	
All Grades		40.77			43.69			15.54	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		36.24			51.68			12.08	
Grade 7		33.33			56.18			10.49	
Grade 8		38.08			51.70			10.22	
All Grades		36.04			53.04			10.92	

Conclusions based on this data:

1. According to this data, math continues to be an area of focus (and has been for decades). Communicating reasoning continues to present as an area with the least amount of students scoring above standard.
2. More students continue to score in the below standard band in Concepts and Procedures: Applying mathematical concepts and procedures.
3. Compared to the state as a whole, our students do well in math but there is still much room for growth. When the SSC reviewed data from 2019, 2020, and 2021, Interim Benchmark Assessment (IABs) to fall 2020 and winter 2022 IABs, student performance in math seemed to be consistent and did not indicate learning loss. The data from 2022 tells a different story. Lincoln -- and SMMUSD -- will need to address the long-standing deficits that these math data points illustrate. In order to change the data, it is necessary to tackle how mathematics is taught in the classroom and to provide sufficient professional development, coaching, and resources to offer systemic change in this very important content area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1570.3	*		1581.8	*		1558.5	*		16	8	
7	1591.8	*		1617.1	*		1566.1	*		20	7	
8	1588.6	*		1628.5	*		1548.5	*		13	10	
All Grades										49	25	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	56.25	*		18.75	*		12.50	*		12.50	*		16	*	
7	65.00	*		20.00	*		10.00	*		5.00	*		20	*	
8	53.85	*		30.77	*		7.69	*		7.69	*		13	*	
All Grades	59.18	44.00		22.45	28.00		10.20	8.00		8.16	20.00		49	25	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	68.75	*		18.75	*		6.25	*		6.25	*		16	*	
7	75.00	*		20.00	*		0.00	*		5.00	*		20	*	
8	69.23	*		23.08	*		0.00	*		7.69	*		13	*	
All Grades	71.43	56.00		20.41	24.00		2.04	0.00		6.12	20.00		49	25	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	37.50	*		37.50	*		0.00	*		25.00	*		16	*	
7	35.00	*		40.00	*		15.00	*		10.00	*		20	*	
8	30.77	*		23.08	*		38.46	*		7.69	*		13	*	
All Grades	34.69	20.00		34.69	32.00		16.33	24.00		14.29	24.00		49	25	

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

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

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

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

Conclusions based on this data:

1. Our English Learner students continue to make progress. These data need to be updated to reflect the most recent ELPAC testing results.
2. According to these data, 8th grade had the highest level of students at level 4 overall.

3. LMS is proud to have reclassified 17 students in the 2022-23 school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
908	**19.6**	**4.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lincoln Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	44	4.8
Foster Youth		
Homeless	3	0.3
Socioeconomically Disadvantaged	178	19.6
Students with Disabilities	122	13.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	5.7
American Indian		
Asian	88	9.7
Filipino	6	0.7
Hispanic	193	21.3
Two or More Races	120	13.2
Pacific Islander	1	0.1
White	446	49.1

Conclusions based on this data:

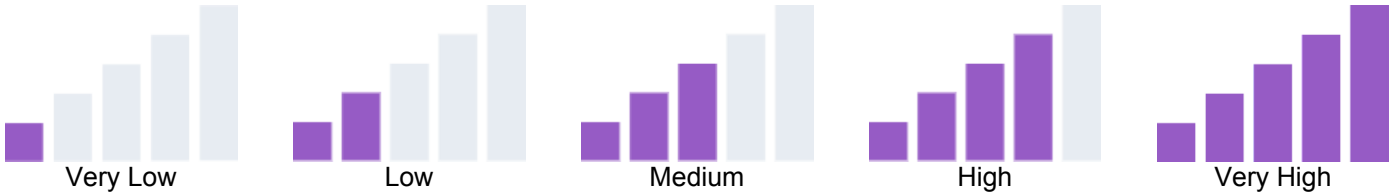
1. White and Hispanic subgroups continue to represent the largest subgroups of students.
2. There is statistically relevant number of students in the following subgroups: Socioeconomically disadvantaged, Students with disabilities, and English Learners.
3. There is a misconception in our community that we do not have students in need. These data clearly indicates that we have students who do not have the same fiscal advantages as their peers.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

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

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

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

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	0	4	3

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Very High
72.9 points above standard
871 Students

English Learners

High
21.0 points above standard
77 Students

Foster Youth

No Performance Level
0 Students

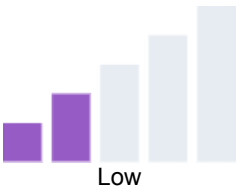
Homeless

No Performance Level
3 Students

Socioeconomically Disadvantaged

High
20.6 points above standard
209 Students

Students with Disabilities



Low
23.1 points below standard
119 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High 12.8 points above standard 52 Students		Very High 102.0 points above standard 81 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 32.5 points above standard 180 Students	Very High 92.5 points above standard 116 Students	No Performance Level 1 Student	Very High 87.6 points above standard 433 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.8 points below standard 19 Students	42.3 points above standard 60 Students	75.9 points above standard 682 Students

Conclusions based on this data:

1. Many of our subgroups are doing well in ELA. There is still a significant achievement gap. While it's positive that some groups do not continue to decline, the progress is still not adequate.
2. African American, Students with Disabilities, students from Two or More Races, and Filipino subgroups had an increase in performance. While all students, white, English Only, and Socio economically advantaged all maintained.
3. The data shows that there is a need to continue to provide support to our English Learners.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

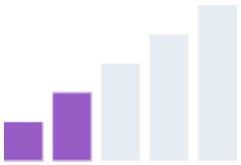
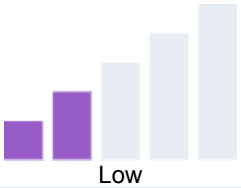
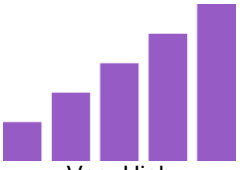
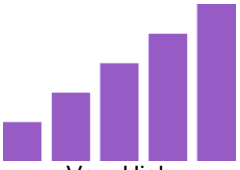
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	5	0	0	3

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Low	No Performance Level
35.8 points above standard	28.6 points below standard	0 Students
870 Students	76 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
3 Students	31.6 points below standard	81.9 points below standard
	210 Students	118 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Low 33.0 points below standard 52 Students		Very High 92.0 points above standard 82 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 30.0 points below standard 180 Students	 Very High 60.3 points above standard 116 Students	No Performance Level 1 Student	 Very High 55.7 points above standard 431 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.4 points below standard 18 Students	7.0 points below standard 59 Students	37.9 points above standard 681 Students

Conclusions based on this data:

1. Based on this CAASSP data, similar to ELA, in math our students with disabilities are not achieving at the same rates as their peers. Our EL students showed a decline in math. There is still work to be done to address the gaps that exist when subgroups are compared.
2. This data shows an increase in performance for the following subgroup: Two or More Races, Asian, and White.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
68.4 making progress towards English language proficiency
Number of EL Students: 19 Students
Performance Level: No Performance Level

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

2022 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
5.3%	26.3%	31.6%	36.8%

Conclusions based on this data:

1. 68.4% of our students are making progress towards English Language Proficiency, however, we need to continue to implement and refine practices that will move the remaining students toward mastery.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

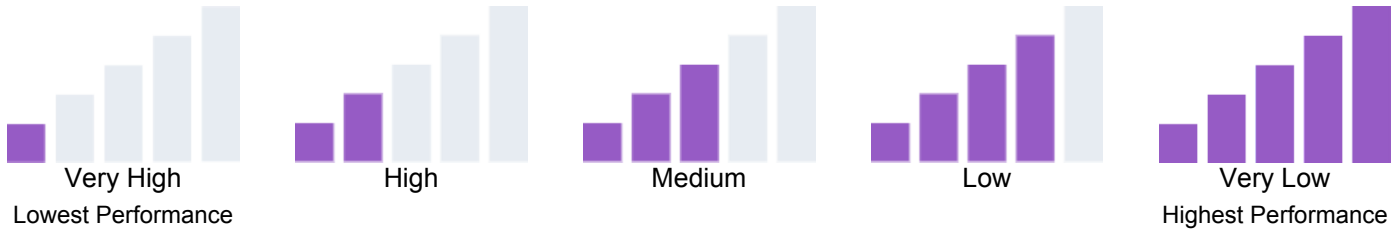
1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

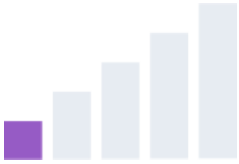
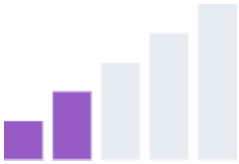
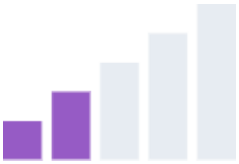
Very High	High	Medium	Low	Very Low
2	5	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
12.9% Chronically Absent	14.6% Chronically Absent	Less than 11 Students
938 Students	48 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	19.6% Chronically Absent	26.5% Chronically Absent
4 Students	225 Students	132 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very High 26.9% Chronically Absent 52 Students		Medium 9.6% Chronically Absent 94 Students	No Performance Level Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 17.6% Chronically Absent 199 Students	 High 11% Chronically Absent 127 Students	No Performance Level Less than 11 Students 1 Student	High 10.5% Chronically Absent 459 Students

Conclusions based on this data:

1. If students are not permitted to attend school because they demonstrate any symptoms of illness (post-Covid paranoia), then absenteeism rates will remain high.
2. Targeted attempts to increase family-school relationships, as well as an increase in opportunities for families to be more connected to middle school, will result in better attendance rates.
3. We must make sure students attend school. If they are not at school, they will not learn.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	2	5	1	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
4% suspended at least one day	4.2% suspended at least one day	Less than 11 Students
945 Students	48 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	6.6% suspended at least one day	8.3% suspended at least one day
4 Students	226 Students	133 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High 9.6% suspended at least one day 52 Students		Low 1% suspended at least one day 96 Students	No Performance Level Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 4.5% suspended at least one day 202 Students	Medium 3.1% suspended at least one day 128 Students	No Performance Level Less than 11 Students 1 Student	Medium 3.5% suspended at least one day 460 Students

Conclusions based on this data:

1. We do not have a high suspension rate overall. However, we do have a higher rate of suspension with our African American student population.
2. Data suggests that school suspensions were appropriate and based on education code (required due to offence of Ed Code). Suspension typically is not used unless other means of correction have been attempted or if there is a major 1st time offense.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

Based on the previous years' CAASPP Mathematics and ELA exam data -- in addition to other local measures (e.g, Star testing, DIWA, Dreambox, etc.) -- the percentage of students at Lincoln Middle School who perform at or above grade-level will increase by ten percent (n=82; 10% of 821) by June 2024.

Identified Need

1) Narrow the achievement gap by significantly increasing the percentage of students in target subgroups (African American, Hispanic, & English Learners) who meet or exceed the ELA & Math standard on the CAASPP (or other local measures) by at least 10%.
2) Decrease the percentage of students who are in the "standard not met" band by at least 8%.
3) Provide time for teachers to plan and strategize using cycles of inquiry to shift their practice in pursuit of better academic outcomes for our students who are not achieving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2022 CAASPP Data: Schoolwide: Math = 65% MET OR EXCEEDED ELA = 80% MET OR EXCEEDED African American: Math = 6th (35%); 7th (52%); 8th (25%) MET OR EXCEEDED ELA = 6th (57%); 7th (64%); 8th (68%) MET OR EXCEEDED Hispanic/Latino: Math = 6th (36%); 7th (40%); 8th (44%) MET OR EXCEEDED ELA = 6th (61%); 7th (56%); 8th (64%) MET OR EXCEEDED	SMART GOALS: By June 2024, 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 15%. By June 2024, decrease the percentage of students who are in the "standard not met" band by at least 8%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019 CAASPP Data: Schoolwide: Math = 66.64% MET OR EXCEEDED: ELA = 79.17% MET OR EXCEEDED African American: Math = 40.67% MET OR EXCEEDED: ELA = 54.24% MET OR EXCEEDED Hispanic/Latino: Math = 38.50% MET OR EXCEEDED: ELA = 55.72% MET OR EXCEEDED	
Common Writing Assessment	Baseline Data: 6th Grade 2020 - 78.2% of students met or were above the standard. 2021 - 73.9% of students met or were above the standard. 7th Grade: 2020 - 78.2% of students met or were above the standard. 2021 - 61.7% of students met or were above the standard. (Of the 68 students who scored a 1/2, 50 of those students would have scored in the met standard range if they included a 2nd source). 8th Grade 2020 - N/A 2021 - 59.5% of students met or were above the standard.	SMART GOAL: By Spring 2024, at least 75% of students at each grade level will score in the met standard or above standard range.
Star	Out of the 855 students enrolled in Lincoln Middle School, 775 were tested in Star Reading; 787 were tested in Star Math.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• Percent of students at or above in Star Reading: 74% Percent of students at or above in Star Math: 70% Percent not tested in Star Reading: 9% Percent not tested in Star Math: 8%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
37,405	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time & benefits
0	District LCAP Funds 1000-1999: Certificated Personnel Salaries Instructional Coach

Strategy/Activity 2

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
15,265	Site Formula Funds 1000-1999: Certificated Personnel Salaries
16,235	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
4000	Stretch Grant (Ed Foundation)

	5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
2,883	Site Formula Funds 4000-4999: Books And Supplies Materials and Supplies
2,369	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Instructional Materials and Supplies

Strategy/Activity 6

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
4436.00	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Photocopier maintenance contract

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
4200	5000-5999: Services And Other Operating Expenditures Lottery

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Site License

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students; sub-groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10104	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our teams are working well together to collectively address academic needs based on data. Our ELA team is in alignment within grade levels and vertically. We continue to advocate for intervention classes (workshop, collab) for the following year in to address the needs of some of our struggling readers and writers who do not receive support through other programs such as special education and English Learner support classes.

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

There are currently no major differences between the intended implementation and the budget expenditures.

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

Since we have two years of no CAASPP data, we will be using more internal and local measures to monitor our plan. The CAASPP data from spring 2023 may inform some changes. Based on IAB and Star data throughout the school year, most students are making academic progress. There is a need to look at systemic changes to address the needs of the small percentage of students that are not making academic gains.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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 2024.

Goal 2

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

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

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

Identified Need

Our EL students do not meet or exceed the standards on the CAASPP and other assessments at the same level as their peers. Continued training and support for teachers on how to support English Learners through research-based instructional strategies and content scaffolding.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	2022 CAASPP Data: Schoolwide: Math = 65% MET OR EXCEEDED ELA = 80% MET OR EXCEEDED African American: Math = 6th (35%); 7th (52%); 8th (25%) MET OR EXCEEDED ELA = 6th (57%); 7th (64%); 8th (68%) MET OR EXCEEDED Hispanic/Latino:	SMART GOAL: By June 2024, 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 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math = 6th (36%); 7th (40%); 8th (44%) MET OR EXCEEDED ELA = 6th (61%); 7th (56%); 8th (64%) MET OR EXCEEDED (2019) Math = 23.34% MET OR EXCEEDED: ELA = 24.14% MET OR EXCEEDED	
Reclassification Rates	Reclassification Rates 2019-2020 = 12% reclassified 2020-2021 = 26% reclassified 2021-2022 = 52% reclassified	SMART GOALS: By June 2024 decrease the percentage of English Learner students who matriculate to high school classified as LTELs (Long Term English Learner) by at least 20%. By June 2024, Reclassify 100% of students who entered LMS already meeting two of the three reclassification criteria in the fall of 2021. By June 2024, Reclassify 100% of students who entered LMS already meeting one of the three reclassification criteria in Fall of 2020. By June 2024, Reclassify 100% of the non-SPED Long Term English Learners (LTEL) students who entered LMS meeting no reclassification criteria in the fall of 2019.
Common Writing Assessment	Baseline Winter 2021 6th Grade 38.5% of English Learner students met or were above the standard.	SMART GOALS: By Spring 2023, at least 45% of English Learner students at each grade level will score in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	72.3% of Reclassified Fluent English Proficient (RFEP) students met or were above the standard. 7th Grade: 25% of English Learner students met or were above the standard. 51.2% of Reclassified Fluent English Proficient (RFEP) students met or were above the standard. 8th Grade 31.6% of English Learner students met or were above the standard. 62.6% of Reclassified Fluent English Proficient (RFEP) students met or were above the standard.	the met standard or above standard range. By Spring 2023, at least 75% of reclassified students at each grade level will score in the met standard or above standard range.
Star	Out of the 855 students enrolled in Lincoln Middle School, 775 were tested in Star Reading; 787 were tested in Star Math. • Percent of students at or above in Star Reading: 74% Percent of students at or above in Star Math: 70% Percent not tested in Star Reading: 9% Percent not tested in Star Math: 8%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL and Reclassified Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)
2000	Site Formula Funds 4000-4999: Books And Supplies Materials and Supplies
0	

Strategy/Activity 4

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

All Students; EL Students

Strategy/Activity

Additional hours for the counseling department. These additional hours allow our counseling team to plan and prepare for the needs of students

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

Amount(s)	Source(s)
5037	Site Formula Funds 1000-1999: Certificated Personnel Salaries Counselor Hourly

Strategy/Activity 5

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 6

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

EL & Reclassified Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Professional Development

Strategy/Activity 7

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

EL Students

Strategy/Activity

Bilingual Instructional Assistant in ELD, Literacy support and general edu cohort classes to provide additional adult support to EL students.

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

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

EL students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	

Strategy/Activity 9

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	Currently held during the school day. If evenings are used will need to shift funds to compensate staff.

Strategy/Activity 10

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	5000-5999: Services And Other Operating Expenditures Translation & Interpretation services for languages other than Spanish

Strategy/Activity 11

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	In a virtual setting these will likely be free or supported with PTSA funds.

Strategy/Activity 12

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)

0	

Strategy/Activity 13

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

English Learner and Reclassified Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	4000-4999: Books And Supplies Supplies for certificates and reception

Strategy/Activity 14

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

English Learner Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	

Strategy/Activity 15

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

All Students

Strategy/Activity

Addtional hours for health office staff.

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

Amount(s)	Source(s)
2,030	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Office hourly
122	Site Formula Funds 2000-2999: Classified Personnel Salaries Office hourly
1000	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Nurse supplies
1,535	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Extra hours for Office Staff, Security, and BCL (start year earlier)

Strategy/Activity 16

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

Students in need of Intervention

Strategy/Activity

Intervention

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

Amount(s)	Source(s)
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher Hourly
2100	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Teacher Hourly

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We continue to take both a targeted and schoolwide approach to our support of English Learners. ELA teachers are the instructors for our English Learner newcomer and lit support classes. We continue to analyze data from Star, Read Theory, and other programs to monitor achievement and identify areas that need additional focus.

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

Currently there are no major differences between the intended implementation and budgeted expenditures needed to implement the strategies. Since many of the strategies that are used to support our EL students are school wide approaches, many of the expenditures are listed under goal #1. However, it would be beneficial to the EL students to have a full time instructional assistant to support them throughout the day. Our bilingual IA was able to be full time during the 21-22 school year due to COVID related needs, and it made a big difference for students. Our community has many diverse needs. We currently share a Bilingual Community Liaison with Olympic HS and the PPBL on the Obama site. It would be most ideal for the LMS community to have a BCL on site five days per week.

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.

Currently, there are no changes. We continually work with our ELAC members to determine what additional supports may be necessary to support our English Learners. Our reclassification rates continue to improve.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

By June 2024, all members of the Lincoln community will enhance school climate by crafting a revised LMS Mission/Vision statement. This will be measured by positive survey responses, the increased involvement of families in school functions, and the ability of the staff/faculty to articulate our core values and commitments.

Identified Need

Ongoing training for new and current staff members to ensure they know how to create an environment where all families, especially our Black, Indigenous and People of Color (BIPOC) communities, feel they are welcomed, supported, respected and valued.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	Currently (2018) 77% of respondents found front office staff friendly, 84% of respondents found front office staff helpful. See full results for complete baseline.	By June 2024, favorably increase School Climate Survey results by at least 10%. By June 2023, increase the number of School Climate Survey respondents to at least 25% of the school population.
Parent Engagement via PTSA, ELAC and other non student showcase events.	PTSA meeting attendance varies, but typically 15-25 parents are in attendance for a regular meeting. ELAC meeting attendance ranges typically from 5 - 10 parents.	By June 2024, increase attendance at PTSA and ELAC meetings by at least 50%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students/Families

Strategy/Activity

When possible, schedule meetings at different times during the day to see which gets the greatest turnout. When feasible, schedule meetings on the same topic at two different times in an effort to meet the needs of our parents.

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

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

Students interested in drama/theatre

Strategy/Activity

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

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

Amount(s)	Source(s)
2700	5800: Professional/Consulting Services And Operating Expenditures Gitt Account to Pay for Chad (Theatre) to run 16 classes at Lunch
3500	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Afterschool Theatre Program

Strategy/Activity 3

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

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

Strategy/Activity

5th to 6th grade transition activities to get students comfortable at LMS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4250	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Camp Lincoln - Fulcrum Learning Solutions

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students/Families

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funds to provide Spanish Interpretation for evening/afterschool activites.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Bilingual Community Liaison

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All 6th Grade Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3600	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We have many on-campus activities to engage students. The school also works with our parent groups, including the PTSA, to provide opportunities for parent engagement in a variety of ways. Overall, these offerings are well received, but there is always more to be done.

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

Currently there are no major differences between our intended implementation and our expenditures. We are generously supported by our PTSA both with volunteer hours and monetary donations to support enrichment activities for our students. It is important to note that for 21-22, an additional one-time grant from the Ed Foundation allowed for us to do some things that may not be possible year over year.

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.

For 21-22, we dealt with the pandemic and held some of our planned activities virtually. For the 22-23 school year, all events returned to being held in-person (Camp LMS, GYSD, Movie Nights, Community Picnic, Theatre, Student Clubs, VAPA Concerts, Open House, Reclassification Ceremony, Honorary Service Awards, and more). For the 23-24 school year, all events and meetings will continue to be held in person (although we may occasionally offer a hybrid option for anyone who wanted to attend via Zoom).

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,121.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$6,900.00
District Funded	$0.00
District LCAP Funds	$0.00
Site Formula Funds	$82,852.00
Stretch Grant (Ed Foundation)	$40,369.00

Subtotal of state or local funds included for this school: $130,121.00

Total of federal, state, and/or local funds for this school: $130,121.00

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

6 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

1 Secondary Students

Name of Members	Role
Anna Redmond	Parent or Community Member
Ryan Bourke	Principal
Nallely Gutierrez	Other School Staff
Nathaniel Blum	Secondary Student
Stephan Corbel	Parent or Community Member
Sally Katovsich	Parent or Community Member
Vanessa Counte	Classroom Teacher
Hanny Patel	Parent or Community Member
Leslie Loughlin	Parent or Community Member
Anh Tran	Classroom Teacher
Pat Leahy	Classroom Teacher
Joe Montanez	Classroom Teacher
Beth Hoffman	Classroom Teacher
Patricia Ballarin Fontes	Parent or Community Member
Isabelle Poupeau	Parent or Community Member
Ron Vieria	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Ryan Bourke, Principal on 5/17/23

SSC Chairperson, Stephan Corbel on 5/17/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019