SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2023-24

School	Lincoln Middle
CDS Code	1611196090054
Principal Name	Sheila SatheWarner
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Date of SSC Approval	5/31/2023
Date of BOE Approval	Insert on Allsites Tab

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking,	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults

	to state and district standards and school vision	writing, and academic language practice in service of grade-level standards	and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

All School Site Plans will focus their efforts on LCAP Goals 1 and 2. Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: *Average Distance from Level 3 (Standard Met)*	5.7	25.7	-105	**EL Reclassification:** *% of English Learners who were redesignated as RFEP*	56%	76.3%
ELA SBAC: *Average Distance from Level 3 (Standard Met)*	36.5	50.2	-73	**ELPAC:** *% of students scoring 'moderately' or 'well developed' ***	76.40%	88.9%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	58.90%			**At-risk ELLs**: *% of English Learners at-risk of becoming Long Term English Learners (LTELs)* K-5th	15.63%	
% of students with one or more D, F, or Is	11%	3.2%	17.6%	6th-8th	15.63%	2.4%

	9th-12th	2.13%	
Percent of students improving one or more ELPI levels		60.60%	84.2%

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome		AY 2021 -2022		
		District	**Site**	**A/A**
Chronic Absenteeism *% of students who are absent 10% of more of their enrolled days*		16.9%	7.9%	N/A
Suspension Rate/Office Discipline Referrals *% of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.*		1.4%/3.2%	1.5%	N/A
Graduation *% of four-year cohort completing graduation requirements*		94.5%		
Engaged and Trusting Family Relationships *% Positive responses on Family Relationships and Trust Survey*		88%	79%	100%
California Healthy Kids Survey: *% of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school*	**5th**	84%		
	7th	71%	65%	N/A
	9th	66%		
	11th	64%		

SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we... 1. give students opportunities to use academic discourse, processing time and problem solving, critical thinking and activities that reveal depth and meaning of the subject, and... 2. Organize curriculum by priority standards, support student inquiry, and choice, and develop creative studio environments to support removing obstacles,creating joy, and promote racial healing and social justice . . .

Then students will feel their personal identity (race, ethnicity, gender, culture, sexual orientation) is respected by their teachers and we will create a safe and welcoming environment which will increase academic success.
Then our Black A/A students will feel their personal identity (race, ethnicity, gender, culture, sexual orientation) is respected by their teachers and we will create a safe and welcoming environment which will increase academic success.

SMARTIE Goal 1: **Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.**
Which will result in our walkthrough data at the school showing a 10% increase in the strong evidence of students doing the thinking from 2022-2023 data.
As measured by our walkthrough tool

Teacher Actions	SLT Actions	Leadership Actions
Daily Structured Academic Discourse built into instruction	Collaboration embedding PD criteria	Professional Development, intentionally reviewing SPSA, and Instructional Walkthroughs
All Courses show evidence of Disrupt Text/Racial Reconciliation work	Modeling the Planning Tool at Collaboration	Backwards planning to align lesson to end goal, reviewing SPSA progress
Plan curriculum using the SPIRAL Framework and formative data	Public Learners of Studio Pathway Lessons demonstrating use of formative data throughout the unit of study, help plan PD	Professional Development, strategically review SPSA, Instructional Walkthroughs, modeling in all professional development, and restorative practice. Define and give models for teachers.

SPSA Goal 2:

Goal 2: Improve Chronic Absenteeism (Theory of Action)
If we... use restorative practices in the classroom which promote students socio-emotional safety and mental health. . .
Then... students will have at least one trusted adult they can go to for help and will feel socially connected.
Then... our Black and Latinx students will have at least one trusted adult they can go to for help and will feel socially connected.

SMARTIE Goal 2:
Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.
Which will result in an increase of the number of students who report having a trusted adult on campus by 10% from the Fall 23 to Spring 24
As measured by wellness survey data.

Teacher Actions	SLT Actions	Leadership Actions
Create a safe environment for quiet corners, collect data of its use	Share examples of students who use quiet corners and define how it is and/or is not successful	Provides funds, ideas, and materials (i.e. monitoring the use through our data of reflection sheets and classroom behavior incidents i.e. office referral from student perspective?)
Implement weekly restorative circle time and collect data on classroom climate and collect formative data on participation	Share examples logistics (types of circles i.e Monday morning check in, Friday acknowledgement) and review classroom formative data on circle participation	Provide whole data and model practice at meetings
Affinity Groups: Truth Program, Latinos/Gente Unidos/AAPI, GSA collect student voice (vignettes), parent outreach, and to determine how to better support these student groups and respect confidentiality.	Share data during collaboration and explore how the data shifts teacher practice	Support teachers/leaders of Affinity groups by providing stipend training, forum for parents outreach and student voice, and share data with SLT and teachers and how it might inform our instructional next steps. Also by adding parenting classes. Parents will be invited personally first, and then open to others with a particular focus on how to parent?

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Annual Review

Analysis

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

Create structural systems with a common throughline, using a cycle of inquiry and public learner protocol, analyzing relevant data to adjust our instructional practices in addressing students' academic, social emotional, and behavioral needs.

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

In order to support students' academics, social emotional, and behavioral needs, funding for coaches, intervention lead, and additional part-time counselors are in place to meet these goals. Funding for training for Affinity Group Leaders, Studio Pathway Leadership Training, Refining, Developing, and Enhancing Disrupt text, continue teacher training in Integrated ELD/CM.

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.

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

High Level Team Planning Template		
School Site: Lincoln Middle		

	Professional Development Days		
	Goals:		
August 9th and 10th	Potential Topics/Outcomes Enter Data Here	**Important Dates to Consider**	
	Staff Meetings	**Grade/Dept Collaboration**	**Instructional Leadership Team**
	Goals:	Goals:	Goals:
August	Potential Topics/Outcomes Safety	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
September	Potential Topics/Outcomes Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance & What is COST	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
October	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

Month			
November	**Potential Topics/Outcomes** **Walkthroughs - Instructional focus and SPSA goals**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
December	**Potential Topics/Outcomes** **PBIS - Review**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
January	**Potential Topics/Outcomes** **Homework Review & Instructional Focus/SPSA data update** **Important Dates to Consider**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
February	**Potential Topics/Outcomes** **Assessment calendar - ERG**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

March	Potential Topics/Outcomes PBIS and COST & Testing	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
April	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
May	Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

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. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

[Link to Appendix C: Budget Strategy](#)

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
English Learners, African American and Latinx students and LGBTQAI+ identifying students			$ 6,400.00				Contract with Studio Pathways to continue PD and training around the SPIRAL Framework and Disrupt Text/Racial Reconciliation Work
English Learners, African American and Latinx students and LGBTQAI+ identifying students			$ 10,896.00				Stipends for teachers and staff who lead Affinity Group work
Column Total	$ -	$ -	$ 17,296.00	$ -	$ -	$ -	
					Total	$ 17,296.00	

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

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 ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
Subtotal of additional federal funds included for this school:	$ -
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	**Allocation ($)**
LCFF Supplemental	$17,296.00
[List state or local program here]	$[Enter amount here]
Subtotal of state or local funds included for this school: $	$17,296.00
Total of federal, state, and/or local funds for this school: $	$17,296.00

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$0

Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$0
Total amount of federal categorical funds allocated to this school	$ -

Appendix B: School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	ROLE*
Bianca Ling	Parent Representative
Emilly Nurthen	Parent Representative
Geoff Dalander	Parent Representative
Jazmine Robles	Student Representative
Riana Richardson	Student Representative
Gaby Badilla	Parent Representative
Sheila SatheWarner	Site Principal
Chris Weidler	Teacher
Jonquil Walls	Office Staff
Lorraine Ellis	Teacher
Amy Kesner	Teacher
Joslyn Olsen	Teacher

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Appendix C: Budget Strategy

How will you know the strategy is making progress towards your goal throughout the year?
Using SPIRAL Framework (**L**: Liberation) and Using the Walkthrough Tool and Unit/Lesson Planner we will increase strong evidence of students doing the thinking from our spring 2022-2023 of 5% to 25% throughout the 2023-2024 school year. We will also use a student survey as qualitative data. Teacher self report data will also be looked at.
Using the Walkthrough Tool and Unit/Lesson Planner we will increase strong evidence of tasks being priority standards aligned from our spring 2022-2023 of 8% to 25% throughout the year. We will also use a student survey as qualitative data. Teacher self report data will also be looked at.
Using the Walkthrough Tool we will increase from our spring 2022-2023 of 0% to 10% throughout the year. We will also use a student survey as qualitative data. Teacher self report data will also be looked at.
Using the Walkthrough Tool we will increase from our spring 2022-2023 of 0% to 10% throughout the year. We will also use a student survey as qualitative data. Teacher self report data will also be looked at.
Using SPIRAl Framework (**L**: Liberation) and using the COST tracker we will make transparent and share with staff and families the demographics of students supported by CICO
Using SPIRAL Framework (**R**: Reconciliation) which is aligned to our Unit and Lesson Planners 100% of core teachers will use disrupt text curriculum for the 6th-8th grade level within the year. 50% of all other subject areas will show evidence of disrupting the texts in their course area.
Using SPIRAL Framework (**R**: Reconciliation) and using student focus groups, parent feedback survey, and student vignettes we will assess how the affinity groups are impacting students perception of personal identity. Using the Wellness Survey decrease the percentage from 3% strongly disagree to 1% and increase the strongly agree from 43% to 53% regarding feeling their personal identity is respected by admin and teachers.

2023-24 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

___ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: .

Attested:

__Sheila SatheWarner_____
Typed name of school principal

_____
Signature of school principal

5/31/23
Date

__Riana Richardson_____
Typed name of SSC Chairperson

_____
Signature of SSC Chairperson

5/31/23
Date