School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln Middle School	10624306111124	May 29, 2025	June 24, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement, to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Abraham Lincoln Middle School (ALMS) and is aligned with the Local Control and Accountability Plan (LCAP).

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

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Plan Description

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

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement, to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Abraham Lincoln Middle School (ALMS) and is aligned with the Local Control and Accountability Plan (LCAP).

The ALMS School Plan for Student Achievement (SPSA) was created to provide a blueprint for the implementation of the requirements of ESSA. The plan is aligned with the District's Local Control and Accountability Plan (LCAP) which was required of districts again in 2022-2023. However, a similar process was utilized for the development of the Abraham Lincoln Middle School SPSA. This school year it is being used. This process included

Analyzing student data
Conducting a needs assessment
Establishing goals and measurable outcomes
Developing a system of monitoring the implementation of strategies and actions
Evaluating the implementation and results of the plan

The development of the plan included opportunities for input from various stakeholders at Abraham Lincoln Middle School including teachers, support staff, classified staff, and parents. In addition, the plan was presented to the ELAC and SSC for their input.

English Learners Advisory Committee (ELAC)

ELAC Meetings:
October 10, 2024
December 5, 2024
February 6, 2025
May 8, 2025

School Site Council (SSC)

SSC Meetings:
October 10, 2024
December 5, 2024
February 6, 2025
May 8, 2025 (Review & Approval of SPSA Budget 2025-2026)
May 29, 2025 (Review & Approval of SPSA Draft 2025-2026)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Who: School Site Council Members, English Learner Advisory Committee Members and Guests, School Site Administration Team, Climate and Culture team, Advisory Committee, and Department Chairs.

How: The above committees and teams have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional programs for students.

As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

When: Over the course of the 2024-2025 school year, the above committees and teams met to discuss various topics and concerns related to our school goals. In the 2024-2025, these committees
continue to meet and review school data to ensure all students succeed in reaching academic standards.

English Learners Advisory Committee (ELAC) Meetings: Review of School Data

October 10, 2024 February 6, 2025
December 5, 2024 May 8, 2025

Abraham Lincoln Middle School Site Council Meetings 2024-2025
Reviewed School Data, Safe School Plan & SPSA Input:

October 10, 2024 May 8, 2025 (Review & Approval of SPSA Budget 2025-2026)
December 5, 2024 May 29, 2025 (Review & Approval of SPSA Draft 2025-2026)
February 6, 2025

Abraham Lincoln Middle School Staff Meetings:

August 20, 2024 January 14, 2025 November 5, 2024 (Professional Learning Day)
September 30, 2024 February 4, 2025 March 4, 2025 (Professional Learning Day)
October 1, 2024 April 1, 2025
December 3, 2024 May 20, 2025

Department Chair Meetings:
August 26, 2024 January 27, 2025
September 16, 2024 February 24, 2025
October 14, 2024 March 17, 2025
November 18, 2024 April 7, 2025
December 9, 2024 May 12, 2025

Climate and Culture Meetings:
August 19, 2024 December 2, 2024
September 30, 2024 March 3, 2025
October 28, 2024 May 19, 2025

Advisory Committee Meetings:
December 10, 2024 3:30PM
January 21, 2025 1-4PM
February 24, 2025 8:00-11:10AM
April 8, 2025 1PM- 3:45PM

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

ELA Indicator
During the 2023-2024 school year, Abraham Lincoln Middle School scored 8.2 points below standard in ELA for all students. This is an increase of 7.9 points. SWD were 92.0 points below the standard and had an increase of 10.3. Long-term English Learners were 89.6 points below standard and declined 15.1 points.

After data analysis, one way to improve our ELA scores is to strengthen our school-wide PLC and professional development focus. Steps to address this and improve in this area include a strategic plan to improve PLC, professional development on the PLC process, and Professional development on CFA, and standard-aligned instruction. Consultants from PLC+ will provide professional development for core content teachers to improve PLCs which will improve student learning. Materials and supplies to support PLC+ implementation will be purchased.

EL Orange Indicator
During the 2023-2024 school year, Abraham Lincoln Middle School all English Learners scored 49.7 points below standard in ELA. This is an increase of 8.1 points. In Math, all English Learners had a significant increase of 18.1 points and were 104.9 points below standard. Long-term English learners scored 140.0 points below standard in math. This is an increase of 3.6 points.

Long-term English Learners Red Indicator in ELA
Although there was growth for EL students, long-term English learners had a decline in English Language Arts. They scored 89.6 below standard and declined 15.1 points. To address the LTEL red indicator, ALMS will use the resources we currently have but tailor them for this subgroup. Targeting LTELs during after-school tutoring will be one intervention. In addition, more intentional progress monitoring will take place by involving BIAs, Program Manager, community liaisons and teachers. ELD teachers will continue the current practice of having ELPAC chats to review each student's ELPAC score for each domain so students are aware of areas of strength and areas where they need to grow in their language proficiency.

After data analysis, a potential reason for the lack of growth in ELA for EL students could be the inconsistent implementation of the ELD curriculum. Addressing this area includes using an ELD curriculum, providing Professional Development on ELD standards and having two additional Bilingual Instructional Aides to provide additional support for our English Learners and for our core class teachers.

Socioeconomically Disadvantaged Orange Indicator Chronic Absenteeism
During the 2023-2024 school year, Abraham Lincoln Middle School scored 10.8 points below standard in ELA. This was an increase of 9.0 points. Socioeconomically Disadvantaged students scored 70.7 points below standard in Math, which was a significant increase. For chronic absenteeism, they scored 20.3% and declined 1.5%. The action to address the chronic absences for this subgroup is to increase parent outreach and improve communication with parents about students' academic needs. By improving outreach to families, better tracking data for this subgroup, the attendance will increase for socioeconomically disadvantaged students.

Students with Disabilities Orange Indicator
During the 2023-2024 school year at Abraham Lincoln Middle School, Students with Disabilities scored 92.0 points below the standard in ELA. This is an increase of 10.3 points. For CAASPP ELA, 13.76% met or exceeded and 7.34% met or exceeded standard for math.
During the 2023-2024 school year at Abraham Lincoln Middle School, Students with Disabilities scored 147.5 points below standard in math. There was an increase of 4.8 points.

This action will address the Orange indicator on the 2024 Dashboard Data for Students with Disabilities at Abraham Lincoln Middle School in the areas of ELA and Math. Teachers will receive training through PLC+ to improve PLC practices and increase student learning. In addition, the iReady supplemental program will continue to be utilized for math and ELA academic support for all students will Disabilities. Teachers will receive professional development for iReady as needed. After-school tutorials will be targeting SWD who are needing academic support. The district will also provide specialized and targeted support to students with disabilities as outlined in their IEPs. Services provided will be aligned with other district offerings in order to best support each student’s academic and social emotional need.
After data analysis, potential causes for this may include inconsistent implementation of Tier I supports for academics and behavior (PBIS). Steps to address this area include school mental health teams on campus, TIER 1 school-wide structure, and routines—implementations of the Positivity Project, improved and structured teacher professional development and the implementation of SEL lessons so students have a sense of belonging, feel connected to their schools and feel supported.

Red Indicator for SWD Suspension Rate-Supports for SWD
13.3% of students are suspended at least one day. This is a 2% increase. Looking at suspension data, SWDs are being suspended for drug use and for fighting. To address this, we currently use Sprigeo to get tips if there is going to be a fight. In addition, we will be purchasing Triton, which is an infrared device to be placed in the bathrooms that will alert us when there are large groups of students in the restroom. We are currently addressing drug use for SWDs and non SWDs by using Prodigy which is a drug use counseling program that does not cost the district money. Prodigy is designed for students who are addicted and offers more targeted and intensive supports. In addition, we will continue to

use 7 Challenges for infrequent offenders, led by our Social Worker, MHC, and At Risk Counselor as a way to intervene with students before it becomes a problem.

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

Students with Disabilities Orange Indicators- During the 2023-2024 school year, Students with Disabilities at Abraham Lincoln Middle School scored 147.5 below the distance from the standard in Math, which was an increase of 4.8 points from the previous year. SWD showed a decline of 2.6 in attendance. 20.8% of SWD were Chronically absent.

During the 2023-2024 school year at Abraham Lincoln Middle School, Students with Disabilities scored 102.3 points below the standard in ELA. This is a decrease of 3.3 points. A needs assessment revealed that Students with Disabilities need additional support to be more successful in ELA so they can reach proficiency.
After data analysis, potential causes for this may include inconsistent implementation of Tier I supports for academics and behavior (PBIS). Steps to address this area include school mental health teams on campus, TIER 1 school-wide structure, and routines—implementations of the Positivity Project and improved teacher professional development.

English Learners Orange Indicator: Based on the orange indicator in the area of ELA, English learners showed an increase of 8.1 points with 49.7 points below standard, but Long-term English Learners showed a decline of 15.5 points, and they scored 89.6 points below standard. For math, English learners were 104.9 points below standard but showed an increase of 18.1 points. The Dashboard data shows 24 students decreased one ELPI level. The % for chronically absent English Learners is 21.5 with a decline of 0.7 points. The suspension rate of English learners also showed an increase of 0.8% points, and 9.9% were suspended at least one day. This indicates we need to focus and increase the academic support we provide to these groups at ALMS to improve student outcomes.

Other Needs

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

It is necessary to continue to focus in the areas of reading and writing for all students. Professional learning will be provided in the 2025-2026 school year to ensure all student populations receive the individualized instruction and targeted support that is necessary for them to succeed. We will focus on designated ELD instruction and integrated ELD, standards-based instruction and the correlation between ELA and ELD Standards, which will increase the number of EL students receiving a 4 on ELPAC. Furthermore, progress monitoring of EL students will continue to take place to make students and parents aware of the reclassification criteria.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.45%	0.43%	%	4	4	
African American	0.45%	0.76%	%	4	7	
Asian	3.83%	3.90%	%	34	36	
Filipino	0%	%	%	0		
Hispanic/Latino	89.53%	90.56%	%	795	835	
Pacific Islander	0.11%	0.22%	%	1	2	
White	5.52%	3.90%	%	49	36	
Two or More Races	0.11%	0.22%	%	1	2	
Not Reported	0%	%	%	0		
			Total Enrollment	888	922	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	454	460	
Grade 8	434	462	
Total Enrollment	888	922	

Conclusions based on this data:

1. The overall enrollment increased by 34 students from the 2022-2023 to the 2023-2024 school year.
2. The vast majority of ALMS students are Hispanic/Latino Students (90.56%).
3. There was an increase in 8th grade enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	208	212	198	23.4%	23.0%	22.2%
Fluent English Proficient (FEP)	258	284	299	29.1%	30.8%	33.5%

Conclusions based on this data:

1. Need to support students towards reclassification and provide supports in the ELD Classroom and in the content areas.
2. The number of Fluent English Proficient has increased by 35 students from 2021-22 to 2023-24.
3. The number of English learners has decreased from 2021-22 to 2023-24.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	425	454	463	411	443	453	409	442	453	96.7	97.6	97.8
Grade 8	415	442	461	407	432	456	406	432	454	98.1	97.7	98.9
All Grades	840	896	924	818	875	909	815	874	907	97.4	97.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2532.	2543.	2542.	8.80	11.99	11.26	35.21	37.78	37.09	28.12	26.92	28.70	27.87	23.30	22.96
Grade 8	2560.	2540.	2554.	11.82	10.88	11.45	37.44	30.32	36.78	28.82	28.94	27.75	21.92	29.86	24.01
All Grades	N/A	N/A	N/A	10.31	11.44	11.36	36.32	34.10	36.93	28.47	27.92	28.22	24.91	26.54	23.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	12.47	13.15	13.47	66.01	66.21	62.25	21.52	20.63	24.28
Grade 8	13.79	11.34	12.56	60.84	53.24	57.71	25.37	35.42	29.74
All Grades	13.13	12.26	13.01	63.44	59.79	59.98	23.44	27.95	27.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.99	21.32	23.18	61.43	56.92	54.30	23.59	21.77	22.52
Grade 8	21.53	18.10	21.41	60.40	57.54	57.84	18.07	24.36	20.75
All Grades	18.25	19.72	22.30	60.91	57.22	56.07	20.84	23.05	21.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.09	10.66	10.38	78.48	76.87	77.04	14.43	12.47	12.58
Grade 8	10.34	9.03	10.35	70.94	72.92	75.55	18.72	18.06	14.10
All Grades	8.71	9.85	10.36	74.72	74.91	76.30	16.56	15.23	13.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	15.65	17.42	16.56	63.81	64.93	66.89	20.54	17.65	16.56
Grade 8	16.75	17.82	18.72	73.15	64.35	66.52	10.10	17.82	14.76
All Grades	16.20	17.62	17.64	68.47	64.65	66.70	15.34	17.73	15.66

Conclusions based on this data:

1. In general, 7th grade showed a slight decline in % standard exceeded.This indicates a need to focus on Tier 1 instruction and literacy best practices including PLCs.
2. Both 7th and 8th grade showed a decline in % of standards not met indicating growth to proficiency.
3. Eight grade demonstrated growth from 22-23 to 23-24. (6.46)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	425	455	462	410	447	460	408	447	460	96.5	98.2	99.6
Grade 8	415	442	461	406	437	454	405	436	454	97.8	98.9	98.5
All Grades	840	897	923	816	884	914	813	883	914	97.1	98.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2473.	2482.	2502.	3.19	5.59	7.39	15.44	14.32	18.70	25.25	30.65	33.48	56.13	49.44	40.43
Grade 8	2492.	2490.	2506.	4.44	4.82	7.27	12.35	14.68	15.20	29.14	26.83	33.26	54.07	53.67	44.27
Grade 11															
All Grades	N/A	N/A	N/A	3.81	5.21	7.33	13.90	14.50	16.96	27.18	28.77	33.37	55.10	51.53	42.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.15	5.83	10.22	39.95	43.27	49.78	54.90	50.90	40.00
Grade 8	5.68	6.19	9.47	51.85	50.69	53.96	42.47	43.12	36.56
Grade 11									
All Grades	5.41	6.01	9.85	45.88	46.94	51.86	48.71	47.05	38.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4.90	6.04	6.30	53.92	55.48	60.00	41.18	38.48	33.70
Grade 8	4.69	5.28	5.95	54.57	50.46	52.86	40.74	44.27	41.19
All Grades	4.80	5.66	6.13	54.24	53.00	56.46	40.96	41.34	37.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.39	6.49	8.26	64.95	64.21	65.43	29.66	29.31	26.30
Grade 8	5.43	4.13	5.29	62.72	68.35	72.25	31.85	27.52	22.47
All Grades	5.41	5.32	6.78	63.84	66.25	68.82	30.75	28.43	24.40

Conclusions based on this data:

1. Both 7th and 8th grade Math demonstrated growth with 7th grade growing by almost 2 and 8th by almost 2.5 in standards exceeded.
2. Both grade levels demonstrated a 9 point decline in % standard not met.
3. Problem solving/ & modeling/data analysis seems to be an area to target with 37.42% of students below standard.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1537.1	1533.7	1540.0	1531.9	1531.2	1535.9	1541.9	1535.8	1543.7	104	110	115
8	1561.9	1543.2	1538.2	1555.7	1538.1	1530.1	1567.7	1547.8	1545.9	106	97	82
All Grades										210	207	197

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	21.15	21.82	27.83	40.38	41.82	33.91	22.12	24.55	25.22	16.35	11.82	13.04	104	110	115
8	24.53	16.49	15.85	55.66	52.58	43.90	11.32	13.40	24.39	8.49	17.53	15.85	106	97	82
All Grades	22.86	19.32	22.84	48.10	46.86	38.07	16.67	19.32	24.87	12.38	14.49	14.21	210	207	197

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	34.62	35.45	41.74	40.38	40.00	35.65	13.46	13.64	9.57	11.54	10.91	13.04	104	110	115
8	43.40	40.21	20.73	38.68	29.90	53.66	10.38	14.43	12.20	7.55	15.46	13.41	106	97	82
All Grades	39.05	37.68	32.99	39.52	35.27	43.15	11.90	14.01	10.66	9.52	13.04	13.20	210	207	197

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	16.35	5.45	14.78	23.08	38.18	26.96	40.38	33.64	35.65	20.19	22.73	22.61	104	110	115
8	19.81	11.34	7.32	32.08	39.18	37.80	33.96	26.80	30.49	14.15	22.68	24.39	106	97	82
All Grades	18.10	8.21	11.68	27.62	38.65	31.47	37.14	30.43	33.50	17.14	22.71	23.35	210	207	197

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	11.54	16.36	25.22	70.19	62.73	53.91	18.27	20.91	20.87	104	110	115
8	18.87	13.40	28.05	69.81	62.89	58.54	11.32	23.71	13.41	106	97	82
All Grades	15.24	14.98	26.40	70.00	62.80	55.84	14.76	22.22	17.77	210	207	197

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	58.65	61.82	64.35	29.81	29.09	22.61	11.54	9.09	13.04	104	110	115
8	59.43	58.76	46.34	32.08	30.93	39.02	8.49	10.31	14.63	106	97	82
All Grades	59.05	60.39	56.85	30.95	29.95	29.44	10.00	9.66	13.71	210	207	197

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	16.35	8.18	17.39	45.19	52.73	45.22	38.46	39.09	37.39	104	110	115
8	22.64	20.62	18.29	47.17	41.24	45.12	30.19	38.14	36.59	106	97	82
All Grades	19.52	14.01	17.77	46.19	47.34	45.18	34.29	38.65	37.06	210	207	197

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.50	17.27	13.91	75.00	68.18	73.04	12.50	14.55	13.04	104	110	115
8	10.48	11.34	8.54	82.86	76.29	80.49	6.67	12.37	10.98	105	97	82
All Grades	11.48	14.49	11.68	78.95	71.98	76.14	9.57	13.53	12.18	209	207	197

Conclusions based on this data:

1. We are seeing an increase in overall language scores in all four levels. There was an increase in the number of students earning a 4 in 2023-24 (increase of 3.52 points).
2. There was a decline of almost 4 points for "well developed" in the speaking domain from 22-23 to 23-24
3. Writing continues to be an area of need for English Learners.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
922	**91.3%**	**23%**	**0.9%**
Total Number of Students enrolled in Abraham Lincoln Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	212	23%
Foster Youth	8	0.9%
Homeless	10	1.1%
Socioeconomically Disadvantaged	842	91.3%
Students with Disabilities	116	12.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.8%
American Indian	4	0.4%
Asian	36	3.9%
Filipino	0	0.0%
Hispanic	835	90.6%
Two or More Races	2	0.2%
Pacific Islander	2	0.2%
White	36	3.9%

Conclusions based on this data:

1. Based on our data there is a large number of Socioeconomically Disadvantaged Students (91.3%).

2. Approximately 23% of students are English Learners.

3. There is a slightly larger number of students with disabilities.

School and Student Performance Data

Overall Performance

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Performance in math has grown slightly over the last test administration.
2. English learners are not making progress in English Language Arts.
3. Suspensions have continued to rise.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	1

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	Red
8.2 points below standard	49.7 points below standard	89.6 points below standard
Increased 7.9 points	Increased 8.1 points	Declined 15.1 points
877 Students	303 Students	174 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	10.8 points below standard
7 Students	9 Students	Increased 9.0 points
		812 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
92.0 points below standard	Less than 11 Students	Less than 11 Students
Increased 10.3 points	6 Students	4 Students
115 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
40.0 points above standard	0 Students	11.2 points below standard
Increased 6.8 points		Increased 7.7 points
33 Students		794 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Less than 11 Students	Less than 11 Students	26.6 points above standard
2 Students	2 Students	Increased 21.9 points
		36 Students

Conclusions based on this data:

1. In ELA, students with Disabilities scored 92.0 points below standard which shows an increase of 10.3 points.
2. A focus on socioeconomically disadvantaged, English Learners, students with Disabilities, and Hispanic students is needed to improve student outcomes.
3. Long-term English Learners continue to decline indicating a need to develop practices to support literacy (Reading, Writing, Speaking & Listening)

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Orange
67.7 points below standard	104.9 points below standard	140.0 points below standard
Increased 18.7 points	Increased 18.1 points	Increased 3.6 points
875 Students	306 Students	172 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	188.5 points below standard	70.7 points below standard
7 Students	11 Students	Increased 19.0 points
		810 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
147.5 points below standard	Less than 11 Students	Less than 11 Students
Increased 4.8 points	6 Students	4 Students
113 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
5.1 points above standard	0 Students	71.9 points below standard
Increased 19.4 points		Increased 18.4 points
33 Students		793 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	29.3 points below standard
2 Students	2 Students	Increased 30.1 points
		35 Students

Conclusions based on this data:

1. There has been an increase in math scores for White and Asian students.
2. Students with disabilities scored 147.5 below standard. This is an increase of 4.8 points.
3. Long-term English Learners have grown in math. They scored 140.0 points below standard. That was an increase of 3.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	Orange
48.7% making progress.	49.1% making progress.
Number Students: 187 Students	Number Students: 163 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.5%	35.8%	0.5%	46%

Conclusions based on this data:

1. English Learners are making progress towards English Language Proficiency.
2. There were 29 students (15.5%) who decreased one ELPI level.
3. There were 67 students who maintained growth (36%). In 2024, there were 101 students (46%) who progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data is currently available for Middle School Students.
2. No data is currently available for all student groups.
3. No data is currently available for 3 year performance in college/careers.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
19.7% Chronically Absent	21.5% Chronically Absent	20.7% Chronically Absent
Declined 1.6	Declined 0.7	Declined 1.2
966 Students	233 Students	193 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	47.4% Chronically Absent	20.3% Chronically Absent
10 Students	0	Declined 1.5
	19 Students	896 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
20.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 2.6	8 Students	4 Students
125 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
5.6% Chronically Absent	0 Students	20.5% Chronically Absent
Declined 8.7		Declined 0.6
36 Students		874 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	12.5% Chronically Absent
2 Students	2 Students	Declined 13.5
		40 Students

Conclusions based on this data:

1. There has been a decline in absenteeism for all students. The focus should still be on Hispanic students.
2. There has been a decrease in absenteeism for English Learners, although the overall percentage is slightly higher than the percentage for all students.
3. The percentage for chronic absenteeism of socioeconomically disadvantaged students is 20.3. It is a decline of 1.5 points.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data is available for graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	0	0	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Orange
8.1% suspended at least one day	9.9% suspended at least one day	10.1% suspended at least one day
Maintained 0%	Increased 0.8%	Increased 0.8%
987 Students	243 Students	199 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
61.5% suspended at least one day	13.6% suspended at least one day	8.3% suspended at least one day
13 Students	Increased 13.6%	Maintained 0%
	22 Students	916 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
13.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 2%	8 Students	4 Students
128 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
2.8% suspended at least one day	0 Students	8.2% suspended at least one day
Increased 2.8%		Maintained 0.2%
36 Students		894 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	9.8% suspended at least one day
2 Students	2 Students	Increased 1.8%
		41 Students

Conclusions based on this data:

1. The suspension rate for the homeless subgroup has seen an increase. The percentage is 13.6%.
2. The suspension rate for all students has maintained 8.1%.
3. The suspension rate for student with disabilities has increased 2%. The percentage of SWD suspended at least one day is 13.3%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

MTSS for Academics: ELA and Mathematics
Goal 1 – STUDENTS: All students (including each student group) will make progress toward the goal of meeting or exceeding the standard in ELA, Math, Science, and ELD as measured by various local and state assessments, as well as by the California Accountability Model & School Dashboard.

ACTION #1 - ELA Instructional Plan: ALMS Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of district adopted, grade comprehensive ELA/Literacy instructional program with an emphasis on literacy. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal. PLCs will meet the demands of the Common Core State Standards with a shared responsibility of literacy in all courses (ELA, HSS, Science, and Electives.)

Action #2 Math Instructional Plan: ALMS Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a middle school comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize the district adopted core curriculum to implement school-wide multi-tiered system of support to achieve the goal of students demonstrating mastery of standards.

Action #3 English Language Learner Instructional Plan: ALMS will implement standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are classified based on ELPAC results.

Action #4 College and Career Readiness: ALMS will include a wide variety of elective courses to tap into student interest and community need. ALMS is committed to aligning course offerings with those offered at the high school to create a pathway so all students have a broad course of study. We will continue to provide professional development and resources to our current electives class offerings, especially in subjects with future applications. Class offerings include, art, theater, computers, choir, band, AVID, public service, and leadership.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas.

Identified Need

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

ELA has seen a slight decline since the test was last administered. The percentage for exceeding standard for grade 7 was 11.26 and 37.09 for standards met. Grade 8 was 11.45% for standard exceeded and 36.78% for standard met. The total for meeting and exceeding standard was 48.29% for all students. For SWD, the percentage for meeting or exceeding in ELA is 13.76%. Students' reading grade-level is still relatively low for all students. Teachers will continue to work on reading strategies as well as reading comprehension. There is a need to focus on improving core instruction for growth as we'd like to hit the tipping point where over 50% of our ALMS students are at meets and above.
ALMS is in need of improvement of PLCs. To address this need, we will be provide Professional Development and books for all content teachers through PLC+ by Corwin Consultants. This will improve PLCs and improve student learning in ELA, Math and ELD.

Math: The CAASPP results show an improvement from last year. Based on the orange indicator in the area of Math, English learners showed a significant increase of 18.1 points. They scored 104.9 points below standard, while Students with Disabilities scored 147.5 points below standard, which was an increase of 4.8 points. Students are struggling with basic skills, so math will continue to be an area of focus at ALMS to improve student outcomes. We are teaching standards and providing academic support to students with disabilities in their transition period, General Education classes, and in tutorial classes after school. Advisory periods were implemented during this current year's schedule to give students an opportunity to have access to a teacher who will monitor their grades and review study skills with them to help them stay organized and help them increase their academic achievement. This action has been a tremendous resource for SWD who need additional support in ELA and Math, as well as for English Learners, and all students needing to increase their level of connected and belonging at our school.

ELD: Our EL students at ALMS have been attaining a level 4 at a high rate. This year, 22.84% received a 4 on ELPAC, but we need to increase the number of students who earn a 3 and 4 on ELPAC for 2025-2026. Some students who earn a 4 on ELPAC are not eligible to reclassify due to not having a 2.0 GPA, not receiving a 3 on CAASPP or not receiving the STAR reading score for their grade level. Our focus area will be to create awareness of the reclassification criteria with our students and parents so a larger number of students who receive a 4 on ELPAC will be eligible for reclassification. In addition, we are going to continue to provide all necessary resources to EL students and ensure the teachers have access to Professional Development opportunities. All content teachers have been trained in the integration of English language development and the implementation of the CA ELD Standards within the content area lesson plan. ELD teachers will collaborate with ELA and other content teachers to discuss reading assessments and the progress our students are making in English Language Development.

Science: Teachers are using standards based instruction. Department collaboration is taking place continually on Tuesdays during PLC's, Planning Days, and teachers have been attending professional growth trainings through Fresno County during the last three years. In addition, supplemental materials for science classes have been purchased to enhance learning for all our students and provide more hands-on experiences and labs.

Other:
Data from the 2023-2024 CAASPP on ELA and Math, highlights our need is to prepare our students in ELA and Math to meet standard in these subject areas. The overall achievement for all students shows a decline in the % not met for ELA. It decreased from 26.54% to 23.48% with 8th grade showing the biggest improvement. For 8th grade math, the % Standard not met decreased to 24.01% for all students. 8th grade also has had the largest decrease in % not met.
In 2022-23, 14% of staff participated in at least one professional development opportunity outside of our district. During the 2023-24 school year, 30% of ALMS staff attended professional development/conferences. Although the percentage has increased to 38% from 2022-23, there is still a need to increase the number of teachers participating in professional development outside of our district. The number will increase by 10%. Certificated staff will continue to be granted department planning days each school year to work as a team to plan and calibrate the curriculum to maximize student learning, and departments will collaborate on our two professional learning days offered yearly.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/All Students	(23-24) 48.29 % met or exceeded CAASPP ELA- All students: 8.2 points below standard.	ELA (25-26) 53.29% will meet or exceed ELA- All students will improve proficiency by 5 points and be at 3.2 points below standard.
CAASPP ELA/EL Students	(23-24) 10.53% of EL Students met or exceeded CAASPP ELA.	ELA (25-26) EL students will increase proficiency by 5% and will be at 15.53% met or exceeded CAASPP ELA.
CAASPP ELA/SPED Students	(23-24) 13.76% of SPED students met or exceeded CAASPP ELA. 92.0 points below the standard.	ELA (25-26) 18.76% will meet or exceed SPED students will improve by 5 points and be at 87 points below the standard.
CAASPP Math/All Students	(23-24) All students scored 67.7 points below standard 24.29% met or exceeded the standard	MATH (25-26) All students will improve by 5 points and be at 62.7 points below standard. All students will improve by 5% to 29.29% for meets and exceeds.
CAASPP Math/EL Students	(23-24) MATH (23-24) 4.48% met or exceeded EL students scored 104.9 points below standard.	MATH (25-26) EL students will improve by 5% to 9.48% for meets and exceeds EL students will improve by 5 points and be at 99.9 points below standard.
CAASPP Math/SPED Students	(23-24) MATH 7.34% met or exceeded MATH-SPED Students - 147.5 points below standard.	MATH (25-26) SPED Students will improve proficiency by 2.5% and 9.84% will meet and exceed. SPED students will improve by 5 points and be at 142.5 points below standard.
ELPAC	(23-24) 22.84% of English Learners scored an overall Level 4.	(25-26) EL students will improve by 5% and be at 27.84% receiving a 4 on ELPAC.
Professional Learning for all core content teachers that align to school goals	(23-24) 38% of staff participated in conferences outside of SUSD.	(25-26) Number of staff participating in conferences outside of SUSD will increase by 10% to be at 48%.
Dedicated Structured time will be provided for all PLC teams	(23-24) Minimum 1 per month	(25-26) Minimum 2 meetings per month
Sufficiency of Materials	(23-24) All students have sufficient materials.	(25-26) All students will have sufficient materials.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activity: Purchase supplemental materials and supplies (ie Scholastic magazines, classroom supplies, for English, Math, Science, ELD, PE and History to ensure improved programs and learning for all students. This includes the purchase of	All Students	13,015.00 Title I 4000-4999: Books And Supplies Supplemental Curriculum

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	quad-ruled notebooks for math, college-ruled notebooks for all ELA classes, and composition books and lab materials for science. The purpose for the notebooks is to foster writing and reading. Building vocabulary and notes is essential to each class. The purchase of lab materials for science is to enhance hands-on learning for all students. -Technology is an ongoing expenditure to stay current with student and teacher needs. -Software Licenses for administration, classified staff and teachers -ALMS will provide all students including subgroups (SWD, White and English Learners) ample technology to access curriculum. -Copier Rental-Copies for classroom materials		19,000 LCFF 4000-4999: Books And Supplies Supplemental Curriculum 2100.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Software Licenses 2,000.00 Title I 5000-5999: Services And Other Operating Expenditures Copier Rental
1.2	Activity: Purchase supplemental programs to utilize research-based intervention programs and curriculum: Site licenses for subscriptions for supplemental curriculum such as BrainPop, Achieve 3000 (for both grades 7 and 8), Learning A-Z, Scholastic, DBQ, and Delta Math) for English, Math, Science, ELD and History to ensure improved programs and learning for all students.	All Students	37,327.00 Title I 5000-5999: Services And Other Operating Expenditures Site Licenses and subscriptions for supplemental programs for all students (split funds with site budget)
1.3	Activity: Implement PLC+ Contract with Corwin to improve Professional Learning Communities and purchase materials and supplies to support PLC+ implementation: -Enhance education through intentional professional learning -Strengthen PLCs though targeted data -Increase PLC effectiveness and build greater school-wide efficacy to improve student learning for all students. -Dedicated, structured time will be provided for all PLC teams. We are going to strategically develop PLCs and Department Chairs to lead their teams. This means that they are going to use assessment data and look at all students' skills and knowledge aligned to the standards. This will produce stronger data-driven teams who will then be able to target opportunities for re-teaching and improve targeted, first time best instruction.	All Students	33,000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures PLC+ Contract with Corwin to improve PLC's
1.4	Activity: After-school tutoring will be offered in English, Math, History, Science, SPED, and Academic Support to all students who are struggling academically, especially SWD and English Learners needing additional support as well as those designated by teachers. We will offer	All Students	23,476.00 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	targeted support and intervention to our Long-Term English Learners to improve their proficiency in ELA.		Providing after school tutorial/intervention for students
1.5	Activity: Purchase of Newcomer and ELD Curriculum ELD progress monitoring of ELD Standards with core curriculum, Progress Monitoring Assessments, and/or District/other Assessments. Identify students for English language Development services and support to be enrolled in an ELD support class. Students will be exposed to a variety of curriculum at all levels of ELD support classes to meet their needs.	ELD Students	2,500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Newcomer/ELD Curriculum Licenses
1.6	Library Plan- Investing in High Interest/Culturally Appropriate Books that are have a wide range of reading levels	All Students	2,000.00 LCFF 4000-4999: Books And Supplies Variety of books that will elicit a high interest level
1.7	AVID Dues- AVID membership, college and career readiness program School will provide the opportunities for students to engage in College & Career Events, use as Tiger Room AVID field trips, and College Week.	All students	1,495.00 Title I 5000-5999: Services And Other Operating Expenditures AVID dues and memberships
1.8	Activity: The Bilingual Instructional Aides will work with EL and Newcomer students, providing primary language support as needed, provide small group instruction, and assist with parent contacts/meeting interpretation by phone and/or in person. Continue to provide translation services to parents in need at school-sponsored informational events and meetings and increase and improve progress monitoring for all EL students and focus on Long-Term English Learners by providing additional academic support in small groups. Strategy: Identify students for English Language Development services and support to be enrolled in an ELD support class. Students will be exposed to a variety of curriculum (ie. Learning A-Z, Raz Kids, Lexia) at all levels of ELD support Activity: Current ELD program will be evaluated and analyzed to determine site's unique linguistic needs. Creation of additional sections of ELD courses will be added to our master schedule to meet the needs of our EL and Newcomer students classes to meet their needs.	EL and Newcomer Students	63,794 Title I 2000-2999: Classified Personnel Salaries Cost of Salary and Health Benefits District Funded None Specified Site Licenses for ELD programs
1.9	Activity: Supplemental materials & supplies for elective classes: In order for all students to have equal access to a broad course of study, we will continue to provide support, professional development and resources to our current elective class offerings, especially in subjects with future career applications. Class offerings will include art,	All Students	1,000.00 Title I 4000-4999: Books And Supplies Materials and supplies to augment instruction for our elective classes

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Health Pathway CTE, Spanish, Theater, computers, choir, band, AVID and STEM. Materials and supplies will be purchased for elective classes and programs: Drama, Leadership, and Yearbooks classes. (Expanding CTE Opportunities/Speakers in CTE classes College and career opportunities/field trips, and Tiger Romp)		1000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures CTE Opportunities (field trips, guest speakers)
1.10	Activity: Professional development/conferences: Certificated and classified staff will attend and participate in Professional Development trainings and conferences, such as SUSD professional learning days, CUE, CCSS, AERIES, ACSA, and CASCWA. All efforts will be made to send appropriate staff members to local conferences, workshops and webinars. They will be expected to share their learning with their department members and/or the entire staff.	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures Conferences Professional Development 3,220.00 LCFF 5000-5999: Services And Other Operating Expenditures Professional Development-Leadership/Administrative Development Programs
1.11	Activity: Certificated staff will be granted department planning days each school year to work as a team to plan and calibrate the curriculum to maximize student learning. PLC+ implementation will improve the quality of PLC collaboration to improve student learning and all students and subgroups' CAASPP scores.	All Students	15,000 LCFF 1000-1999: Certificated Personnel Salaries Department Planning Days/Subs during Professional Development
1.12	Activity: Reading and math intervention- Identify struggling students and utilize research-based intervention programs and curriculum (iReady for SPED students). We will purchase the supplemental program for SWD. SPED teachers will receive professional development in the program as needed to better support SWD in ELA and math.	Students with Disabilities	2,100.00 Title I 4000-4999: Books And Supplies Supplemental Intervention Curriculum
1.13	Supports for SWD This action will address the Red indicator on the 2023-24 Dashboard for Students with Disabilities at Abraham Lincoln Middle School in the area of suspension. Professional development: Teachers will receive training to better monitor the needs of SWD. The district will also provide specialized targeted support to students with disabilities as outlined in their IEPs. Services will be aligned with other district offerings in order to best support each student's academic and social emotional needs.	SWD	District Funded 1000-1999: Certificated Personnel Salaries Targeted support to support SWD

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal #1 continues to be a work in progress since many of the strategies and activities are ongoing and require focus and time for meaningful implementation. Abraham Lincoln Middle School (ALMS) and Selma Unified are providing our teachers with time and resources to improve access issues and opportunities for student academic success in the classroom. ALMS has set in place a wide variety of opportunities for students to receive additional support in all areas of the Common Core State Standard in an effort to increase test scores across all populations. Students who are identified to receive support are provided with our after-school tutorial schedules, and parents are informed of the daily academic tutorials for all grade levels and subjects. Through the use of data, grades, attendance, test scores, teacher input, students have been recommended and are encouraged to attend tutorials in an effort to help students improve their grades. Furthermore, another improvement to support our English Learners for the current year has been the addition of two Bilingual Instructional Aides to improve the academic support provided to our EL population. In addition, in 2024-2025 we moved to a six period schedule to ensure equity of instructional minutes in all subject areas.

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

Most activities do not require additional resources beyond district general fund support. However, they can be enhanced with quality supplemental programs and professional development for our teachers. During the last school year, there was an increase in the number of programs and opportunities for students to get additional support in reading and math, as well as an increase in the number of students participating. ALMS is still working on the goal of raising test scores. The school is continually working to improve the programs and services set in place to support students throughout the entire school year in maintaining grades and completing academic goals. This included parent/teacher/student meetings, setting goals with students, and professional development on best practices in instruction and grading. This year, for after-school tutorials, an additional science tutorial was added on Thursdays. In addition, we added tutorials so RSP teachers can provide our SPED students the support they needed. Our daily tutorial sessions started during the first week in September and ten teachers hosted after-school tutorials in Social Studies, Math, English Language Arts, and Science. Next year, tutorials are scheduled to start earlier in the fall. The focus will be to start offering the academic support earlier in the semester and to increase the number of students and teachers who participate in our intervention/academic programs. The focus will be on targeting the students needing academic support earlier in the semester.

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.

This goal is a priority for Abraham Lincoln Middle School. The analysis of student outcomes shows the need for the activities outlined in this goal. By improving the quality of professional development for staff and administration and with the implementation of standards-based curricular material, student performance will increase. One of the initiatives to increase student scores is through PLC+ and contract with Corwin consultants to improve Professional Learning Communities:

-Enhance education through intentional professional learning
-Strengthen PLCs though targeted data
-Increase PLC effectiveness and build greater school-wide efficacy to improve student learning for all students
-Strategically develop PLCs and Department Chairs to lead their teams. This means that they are going to use assessment data and look at all students skills and knowledge aligned to the standards.

Data for Professional Development
2023-2024 30% of staff participated in at least one professional development opportunity outside of the district
2024-2025 38% of staff participated in at least one professional development opportunity outside of the district
2025-2026 The number of staff participating will increase by 10%
All efforts will be made to send appropriate staff members who will be expected to share their learning with their department members and/or entire staff.

ELD Support (23% of our students are English Learners)
2022-2023 Total enrollment of EL Students: 207 and 19.32% English Learners received a 4 on ELPAC
2023-2024 Total enrollment of EL Students: 212 and 22.84% English Learners received a 4 on ELPAC

During 2024-2025, (Goal 1.8) two additional Bilingual Instructional Aide positions were created by our district in the Fall at ALMS to increase ELD Support: To ensure English Learners receive more academic support in core classes
During 2025-2026 we will continue to support English Learners and specifically LTELs by continuing to employ two Bilingual Instructional Aides who will be serving our students and providing targeted interventions to struggling students.

Data for Elective Courses
2023-2024: Plans were made to increase CTE offerings to include CTE Medical Pathway and Public Service
2024-2025: CTE class for medical pathways is being planned and materials have been purchased. Remodeling took place starting in June 2024.

College and Career Focus
It is intended that the college and career focus continue with the goal of educating students on the college and career options at an early age. CCGI will be implement to educate students of college and careers.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Safe and Secure Schools
Goal 2 – WHOLE SCHOOL: Safe and Secure Schools

All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas. All Students including sub-groups will be provided with safe and orderly environments that will support their social emotional, and academic success.

Action #1 Decrease Chronic Absenteeism- ALMS will support and educate all stakeholders on the importance of attendance and how it correlates to academic achievement. Based on the CA Dashboard, more work needs to be done to focus on solutions that will increase attendance rates and improve the sense of belonging and connectedness for the subgroup of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, which are the subgroups with the highest percentage of chronic absenteeism.

More academic support is necessary to improve the academic achievement of students with disabilities. We are going to continue providing all necessary resources and ensure the teachers have access to Professional Development opportunities. Our need is also to provide a greater amount of supports and interventions to reduce the amount of school suspensions for SWD and improve our attendance for white students.

Action #2 Reduce out of School suspension Rate- ALMS will continue to implement a Multi-Tiered System of support to integrate research-based district adopted programs to support best practices of Positive Behavior Intervention Support (PBIS) and Social Emotional (SEL) to decrease out-of-school suspension rates for all students, but specifically focus on reducing suspension rates for the subgroup: SWD, Socioeconomically Disadvantaged and English Learners.

Action #3 Increase Connectedness and Belonging- ALMS will leverage a climate and Culture team to support school-wide Tier 1 strategies to increase student connectedness. This team will work with all staff to analyze data and create systems that improve a student's sense of belonging. This committee met regularly during the past year to analyze Panorama and discipline data to gather data, provide solutions, and improve our campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 2 All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas.

Identified Need

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

Based on the CA School Dashboard, two subgroups with red indicators are students with disabilities (SWD) and Long Term English Learners. Students with Disabilities will be a focus and will need additional academic and socio-emotional support in the areas of ELA and math. SWD will need a greater amount of supports and interventions to reduce their suspension rate. SWD will be monitored closely to identify factors causing them to be suspended. It will be the priority at ALMS to focus on solutions that will reduce the suspension rates for all students, but in particular for the subgroup of Students with disabilities, which includes the students with the highest suspension rate.

Activity: Supporting Students With Disabilities (SWD)
The scores for SWD at ALMS are: 7.34 % met or exceeded for math and 13.76% met or exceeded for ELA. Students with Disabilities had the highest suspension rate of 13.3%, and the suspension rate increased by 2%. To support SWD at the middle school level, our school will implement regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey. Incorporating restorative practices will help build a supportive community, emphasizing empathy and conflict resolution through understanding rather than punishment. Teachers will receive professional development in inclusive teaching strategies and classroom management, equipping them with de-escalation techniques to maintain a calm and safe learning environment. By creating structures that include Positive Behavior Interventions and access to mental health resources, the middle school will enhance the academic success and well-being of SWD.

Spring Student Survey - Sense of Safety
44% of students felt physically and psychologically safe at school.

Student Survey - Sense of Belonging
31% students feel that they are valued members of the school community

Teacher Survey - School Climate
66% of staff felt a sense of belonging
60% of teachers felt that the school has a positive working environment.

Parent Survey - School Climate
40% of parents have a positive perception of the social and learning school climate at ALMS
33% Feel Connected to their child's school

Parent Survey - School Safety
47% of parents perceive that SUSD schools are physically and psychologically safe for students.

Parent Completion Rate
Fall Survey 128 parents
Spring Survey 48 parents

Students, teachers and parents all completed a Panorama survey in the fall and spring that showed students' school connectedness levels and sense of belonging are low. The total number of students that completed the survey in the fall was 796 which was 89.2%. The Spring survey participation rate for all participants showed a decrease. 676 students completed the survey in the Spring, which was 73.7 %. That was a decrease of 120 students. In the Fall, 79 staff responses were received, while in the Spring 65 staff completed the survey. The spring Panorama results about student connectedness and belonging showed a decline.The Spring survey results revealed 31% of our students feel a sense of classroom belonging and feel somewhat connected to the adults at our school. In the spring survey, students' level of social connectedness between teachers and students within and beyond the classroom was 24% which decreased from 27% in the Fall.

When parents were asked how much of a sense of belonging their students feel, 53% responded favorably in the Spring Panorama survey, and 33% of parents feel connected to their child's school. Overall, the survey results show that very few parents meet with their child's teacher and a very small percentage is involved with parent groups on our campus. Only 10% have either been involved with a parent group or have helped at school, and 17% of parents have visited the school. This data indicates there needs to be a greater focus on informing parents of the opportunities available for them to get involved in their chid's school, and we will need to take the appropriate steps to make our school more welcoming for students, parents and staff.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students-Chronic Absenteeism	(23-24) The percentage for all students who are chronically absent is 19.7%.	(2025-26) Chronic Absenteeism Rate will decrease by 2.5% to be at 17.2.%
All Students-Suspension Rate	(23-24) The suspension rate for all students is 8.1%.	(2025-26) The suspension rate will decrease by 2.5% to be at 5.6%.
Reclassification	(23-24) 37% of EL students were reclassified	(2025-26) Increase reclassification rate by 10% and be at 47%.
Students with Disabilities	(23-24) Based on CAASPP data, SWD were: ELA 13.76% for meets and exceeds Math 7.34% for meets and exceeds	(2025-26) SWD will improve by 5% and be at: ELA 18.76% for meets and exceeds Math 12.34% for meets and exceeds
ELPAC	(23-24) 22.84% of English Learners scored an overall Level 4.	(2025-26) Increase the number of EL students by 5% and be at 27.84% receiving a 4 on ELPAC.
Students with Disabilities	(23-24) Students with Disabilities had a suspension rate of 13.3%.	(2025-26) Decrease the suspension rate of SWD by 2.5% to 10.8%.
Socioeconomically Disadvantaged	(23-24) In ELA CAASPP, Socioeconomically Disadvantaged scored 10.8 points below standard.	(2025-26) Will improve proficiency by 5 points to be at 5.8 points below standard.
Socioeconomically Disadvantaged	(23-24) 20.3% were chronically absent.	(2025-26) Will decrease chronic absenteeism by 2.5% to be at 17.8%
White Students	(23-24) 12.5% of white students were chronically absent.	(2025-26) Will decrease Chronic Absenteeism by 2.5% to be at 10%.
Panorama Fall Survey	(23-24) 2023-2024 Panorama Results Spring: 44% of students felt safe Spring: 31% Student Level of Belonging	(2025-26) Students' sense of belonging/safety will Increase by 10% Spring: 54% of students feel safe Spring: 41% Student Level of Belonging

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activity: ALMS will continue to utilize PBIS incentive program to improve attendance rates for all students, but in particular, the student subgroups that are currently chronically absent. Staff will reward students with Eagle Bucks that students can turn in at the Eagle Store for a variety of items. The Eagle store will be utilized to reward positive behaviors and will be held monthly. In addition, PBI Aides will schedule attendance incentives to reduce the number of tardies and to improve the daily attendance of all students. Community Liaisons will reach out to parents to make them aware of the importance of daily attendance and its impact on academics. We will provide enrichment activities and campus culture activities that promote positive behaviors, increase school spirit, and a sense of belonging for all students and staff.	All Students	5,290.00 LCFF 4000-4999: Books And Supplies Attendance Incentive Activities and PBIS events, Eagle Store Materials & Supplies, Materials to Improve School Spirit None Specified 4000-4999: Books And Supplies 7th Grade Incentive, "Becoming an Eagle" T-shirts, Staff meeting refreshments

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Provide refreshments and materials for climate and culture and staff meetings -Order Eagle Bucks from Print Shop -Purchase materials and supplies from Food Services for monthly Eagle Store and for quarterly attendance incentives. -Provide a 7th Grade End-of-the Year Incentive for all eligible 7th graders -Organize an 8th Grade End-of-the Year Field Trip for eligible other graders -Continue the use of digital hall passes to monitor students when they leave the classroom and need to meet with administration, nurses, or use the restroom.		District Funded 2000-2999: Classified Personnel Salaries Community Liaison (2nd position)
2.2	Activity #1 Continue commitment to positive behavior support, participating in training on Positive Behavior Support with the MTSS Model as needed. Positive behavior support team meetings will be held regularly, now the new MTSS Team (Climate & Culture) which includes administrators, school psychologist, social worker, RSP teachers, PBI Aides, Community Liaisons, and classroom teachers, to research-based practices and framework to provide the optimal learning environment by supporting all students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Positive Behavior Interventions & Supports Activity #2 The PBI Aides will continue progress monitoring and supporting teachers and struggling students who have excessive tardies. The PBI Aides will assist teachers by checking in with students and make parent contacts as needed to improve student behavior. We will continue to monitor students during passing periods and when they leave the classroom to ensure their safety at all times. Students will be assigned lunch detention for excessive tardies and for other disciplinary incidents. Certificated staff will be providing supervision during lunch detention.	All Students	2495.00 LCFF 1000-1999: Certificated Personnel Salaries Schedule C-Climate and Culture Team 5,000 LCFF 1000-1999: Certificated Personnel Salaries Schedule C Lunch Detention
2.3	Activity: Utilize the Positivity Project as character development curriculum to educate the whole student. In addition, ALMS administration will continue to conduct presentations in all classes at the beginning of the semester about behavioral expectations and consequences to encourage students to make good decisions on a daily basis. The mental health clinicians, school psychologist and academic counselor will meet with students to address bullying, vaping, making better choices and any other issues that are not contributing to a safe and secure campus.	All Students	District Funded None Specified Positivity Project & SEL Curriculum RC Room

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Activity: The RC classroom will utilize SEL curriculum that focuses on a platform of restorative justice, suspension, detention and behavior intervention.		
2.4	Activity: Security Technology- Install additional security cameras around campus to monitor and ensure safety on our campus at all times (safety, climate and culture). Purchase Triton to improve campus safety in all bathrooms. -Continue to utilize MINGA-Hall Pass, a digital hall pass that increases safety and accountability for all students when they need to meet with administration, nurses, or use the restroom. All students have access to Minga and use their Chromebooks to create a pass with staff approval. -Purchase additional safety gear, radios and vests to improve campus safety.	All Students	13,160.00 LCFF 4000-4999: Books And Supplies Security Technology: Triton, cameras and computers
2.5	Activity: To focus on character development, we will Increase the amount of student assemblies that include strategies to combat bullying and drug use in an effort to promote responsible, ethical behavior so students can contribute to a safer and more supportive school environment.	All Students	3120.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Assemblies provided by Administration and different organizations in order to build unity and character
2.6	Activity: Mental Health District Office, Social Workers and ALMS Academic Counselor. They will provide mental health services/counseling /intervention for our student body	All Students	District Funded None Specified
2.7	Activity: Supporting SWD Suspension To support Students With Disabilities (SWD) at the middle school level, our district will provide specialized and targeted support to SWD as outlined in their IEPs. All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and free appropriate education. Services will be aligned with other district offerings in order to best support each student's academic and social-emotional needs. To reduce the suspension of SWD, we will have interventions in place, find out what are the needs of SPED students and look at why they are being suspended to take the appropriate measures to intervene.	Students With Disabilities	District Funded None Specified Specialized and Targeted Support/Mental Health Supports/Restorative Justice
2.8	Chronic Absenteeism Orange indicator: Based on the orange indicator of chronic absenteeism, the largest subgroups chronically absent are: English Learners (21.5%), Socioeconomically Disadvantaged (20.3%), SWD (20.8%), and Hispanic students(20.5%). Abraham Lincoln will increase the involvement of social workers' support in implementing Check-In, Check-Out (CICO) to	All Students	Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	help reduce chronic absenteeism by providing personalized support and interventions to students, addressing underlying factors contributing to absenteeism, and fostering a sense of belonging and accountability within the school community. In addition, our site will provide check-ins by our two community liaisons and will have attendance incentives to decrease the number of students chronically absent.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Abraham Lincoln Middle School is working on implementation of all the goals to provide a safe and clean campus for students and staff. Counseling services continue to be used to support students with programs for social, emotional, and behavioral needs. This includes programs like the Positivity Project and two Positive Behavior Intervention Aides, our social worker, school psychologist, and mental health clinician. The new MTSS team of Climate and Culture will also be working to address the positive behaviors at the site and continue to support the development of student character development. Its goal will be to continue supporting school-wide Tier 1 strategies to increase student connectedness by working with all staff to analyze data and create systems that improve all students' sense of belonging and safety. There is a continued need for attendance incentives and school-wide motivation rewards. Incentives continue to be provided for students in recognition of their regular attendance and daily efforts: Quarterly Attendance Events, Monthly Eagle Store, Student of Character Luncheon, 7th Grade End of Year Incentive and 8th Grade Blackbeards Trip for students who have excelled academically throughout the entire 2024-2025 school year. In addition, we will continue to host a welcoming event/orientation for incoming 6th graders where they will learn about the school's policies and expectations and take a tour of the campus. At the completion of the trip, each 6th grader will receive a Becoming an Eagle t-shirt for them to feel welcomed as they transition to middle school and so they have a sense of belonging at our school.

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

While many of the positivity projects continued, this year there are plans to move forward with the plans and install all needed items. Most activities will require further funding for continued implementation.

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.

California School Accountability Model & School Dashboard Suspension Rate for all students maintained at 8.1%. However, the suspension rate for SWD is high and had a 2.0% increase from the previous year. To reduce the suspension rate of SWD, we will have interventions in place, find out what are the needs of SPED students and look at why they are being suspended to take the appropriate measures to intervene. Chronic absenteeism for all students showed a small decline from 21.2% to 19.7%. A focus on chronic absenteeism is needed to improve student outcomes. The Climate and Culture Team will work with students, staff and parents to find ways to increase the level of belonging and connectedness for all students and staff. Absenteeism will be monitored closely, and our two community liaisons will work with administration to identify the reasons our students are chronically absent. The additional community liaison that was hired in January and paid by the Community Schools Grant has helped tremendously. This additional position has increased the amount of parent contacts made throughout the year, which has improved outreach to families and contributed to the decrease in chronic absenteeism. Both community liaisons work closely with our assistant principals and the attendance office to ensure we are reaching out to parents and students to remind them of the importance of attending school. Efforts will be made to educate and empower families to be strong advocates for their students and to develop strong home-school connections to encourage consistent student attendance. Furthermore, ALMS will be intentional to increase parent participation in educational workshops, parent conferences and other school events. By

utilizing our two community liaisons and mental health team, we will improve the level of communication with our struggling students in the subgroups, White students, ELD and SWD.

Student Spring Panorama Surveys Submitted:
48 Parents
66 Staff Members
676 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Engagement
Families: Increase parent involvement in school governance, child advocacy and supporting instruction by improving parent outreach, education and family engagement to develop strong home-school connections and to encourage consistent school attendance.

Action #1 Recruitment and Retention of Diverse Personnel who will be instrumental at developing strong home-school connections to improve parent engagement. ALMS is committed to increasing parental involvement in school decision-making and activities. We will make efforts to educate and empower families to be strong advocates for their students. We will also develop inclusive opportunities that honor the culture of home.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

Identified Need

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

Parent involvement is vital to our students' success. It is essential that we increase the amount of opportunities and supports for our parents to get involved, as well as provide parent services to increase their child's academic ability and social behaviors. Based on Panorama survey data, there is a need to increase the sense of connectedness and belonging for parents and students. Our need is also to provide a greater amount of supports to our families and make them feel welcome on our campus. We will use a multifaceted approach to increase outreach, awareness, education, promotion and through areas such as Parent Conferences, Parent Meetings, and/or Parent and community involvement advisory committees.

Although it's the 3rd year ALMS offers Parent Support Group meetings, the attendance was minimal. There were challenges for parents to fit the training meetings into their schedules. We are working to offer our parents learning opportunities at various times and dates. Our social worker and mental health team organized the parent meeting and scheduled the presentations. The information below includes the parent meeting topics.

ALMS Parent Support Group Topics:
Parent Support Kick-off and USDA Farmers Grant Application
School Psychology Services
Parenting Styles
Having Difficult Conversation with your Teen
School Social Worker Services
Adolescent Development
Mental Health Awareness Month

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Spring 2024	Panorama Spring 2025- Family Engagement indicated that 11% responded favorably.	Panorama Spring 2026- Favorable Family Engagement responses will increase by 5% and be at 16%.
Parent Support Meetings Data	2025 Spring Parent Support Meetings Attendance Parent Meetings scheduled____ Parents participated ____	(Spring 2026) Parent Engagement will increase by 5%
Panorama Survey Completed	2025 Spring Survey- 48 Parents submitted Panorama surveys	(Spring 2026) Parent Survey Submissions will increase by 50% by having 72 or more parents submitting surveys.
Panorama Survey-School Climate/Belonging	2025 Spring Survey School Climate - Family Positive Perception of School Climate 32% Teachers & Staff Positive Perception of School Climate 77% Students' Sense of Belonging: Favorable Responses 27%	2026 Spring Survey: School Climate - Increase by 5% on all metrics to be: Family Positive Perception of School Climate 37% Teachers & Staff Positive Perception of School Climate 82% Students' Sense of Belonging: Favorable Responses 32%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Activity: School leadership will arrange to host Parent Engagement activities, workshops, and events to increase parental involvement in school governance, child advocacy and connectedness and belonging. Events will be provided by Administration and different organizations -Provide refreshments for parent committees and trainings -Provide parent information events that build parenting skills and knowledge by providing materials and resources helping their children be successful in school as well as enhance the school-home connection -Provide improved communication between students, parents, and staff through online tools such as Minga, Whisper System, Google Meet, and Parent Square. -Provide interpretation services as needed	All Students	3,476.62 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Events provided by Administration and different organizations in order to build connectedness and belonging: Whisper System and interpretation Services
3.2	Activity: Partner with local agencies to provide presentations/events for parents on varying topics: supporting your child during the middle school years, navigating social media, time management and effective communication and active listening between parents and students, as well as between the parents and the school will be provided. In addition, ALMS social worker, psychologist and mental health clinicians will continue to plan Parent Workshops monthly throughout the school year in both English and Spanish. The workshops will be in person and/or virtual and will cover a variety of	All Students	3,000 LCFF 4000-4999: Books And Supplies Cost for materials and supplies for those participating in the Parent Engagement Activities/Workshops

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	topics that are pertinent to the most common struggles that our parents experience. -Provide parents with transportation if the meetings are in person. -Provide activities, events and performances highlighting student achievements -Provide refreshments for parent committees and trainings		
3.3	Activity: Provide translators and child supervision for parents attending school activities, i.e. SSC/Title I/ELAC meetings, parent engagement sessions, parent trainings to promote parent participation and attendance. This includes extra and overtime. -Provide refreshments for parent committees and trainings -Provide activities, events, performances highlighting student achievements -Provide digital and print communications to parents, students, and community members	All Students	2,000 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Translation and Child Care
3.4	Activity: Materials and Supplies- RFEP Celebration will be held in January to recognize the academic success of reclassified English Learners and their parents for their support and involvement in their child's education. Celebration Luncheon with reclassified students, their parents and ELD teachers will be held at the beginning of the 2nd semester to recognize the success of our EL students who received a 4 on ELPAC and met the reclassification criteria to RFEP.	All Reclassified EL Students	1000.00 LCFF 4000-4999: Books And Supplies Materials for EL (RFEP Celebration) 1,000 LCFF 5700-5799: Transfers Of Direct Costs RFEP Celebration Luncheon

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

ALMS has made efforts to seek parent input in decision-making and promotion of parent participation in programs for unduplicated pupils and special need subgroups. Communication with parents, especially two-way communication has increased with the use of Parent Square. The program allows the district to keep parents informed instantly, allows them to reply and comment on information, message teachers directly, and communicate in their home language. This August, we started the year with one community liaison, and we increased the frequency of communication with parents after adding an additional Community Liaison during the 2nd semester. Parent engagement events were held throughout the year and were well-attended: Open House, Back to School Night, Student of Character, Academic Awards, 6th Grade Parent Orientation, and VAPA events/programs. In addition, parent workshops were held on various topics to provide them with resources and empower parents. However, the overall attendance for workshops was minimal. This was the third year that in- person parent workshops were held on campus during the school day in both

English and Spanish. Although, parent workshops were scheduled based on the times parents recommended, the attendance did not improve significantly. If we work more closely with our families, it will increase the likelihood that students will be more prepared for school and will be more likely to succeed.

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

Most activities will require further funding for continued implementation. Our focus at ALMS is to create opportunities for increased parent participation. The monthly parent support meetings, hosted by our social worker and the mental health team were held in Room 406 during the school day. This year, our numbers were lower than the previous year. During 2025-2026, we will schedule meetings virtually, as well as in-person to increase parent attendance.The goal is to make ALMS a welcoming place that parents feel comfortable visiting and to hold the meetings in a place that is more centralized with easier access. We will reach out to more families to find out if transportation is needed for them to be more involved in our parent support group meetings and in their child's field trips and/or school events. We will work with our bilingual aides and home liaisons to assist with parent phone calls and connect with parents of struggling students, English Learners and SWD to increase their involvement in their child's education.

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.

This goal continues to be a priority for ALMS. For the 2025-2026 school year, we will look at scheduling meetings both virtually and in person to increase parent attendance. We will plan to post the PowerPoints and information shared at the workshops on our school website so parents have access to the information as needed. SPSA Goal 3.2

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$109,385.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$266,568.62
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$151,707.00
Title I Part A: Parent Involvement	$5,476.62

Subtotal of additional federal funds included for this school: $157,183.62

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 ($)
LCFF	$109,385.00

Subtotal of state or local funds included for this school: $109,385.00

Total of federal, state, and/or local funds for this school: $266,568.62

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	109,385.00
Title I	151,707.00
Title I Part A: Parent Involvement	5,476.62

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,971.00
2000-2999: Classified Personnel Salaries	65,794.00
4000-4999: Books And Supplies	59,565.00
5000-5999: Services And Other Operating Expenditures	49,042.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	45,196.62

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,495.00
4000-4999: Books And Supplies	LCFF	43,450.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,220.00
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	39,220.00
1000-1999: Certificated Personnel Salaries	Title I	23,476.00
2000-2999: Classified Personnel Salaries	Title I	63,794.00
4000-4999: Books And Supplies	Title I	16,115.00

5000-5999: Services And Other Operating Expenditures	Title I	45,822.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3,476.62

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	227,027.00
Goal 2	29,065.00
Goal 3	10,476.62

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Katie Carmany	Principal
Enedina Reed	Other School Staff
Michelle Driggers	Parent or Community Member
Michael Cooper	Classroom Teacher
Bailey Osmer	Classroom Teacher
Naripjeet Josan	Parent or Community Member
Arlet Hernandez	Parent or Community Member
Claudia Antonio	Parent or Community Member
Griselda Flores	Parent or Community Member
Melissa Tamayo	Classroom Teacher
Elena Dillard	Parent or Community Member

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
	English Learner Advisory Committee

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 29, 2025.

Attested:

	Principal, Katie Carmany on May 29, 2025
	SSC Chairperson, Naripjeet Josan on May 29, 2025

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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