

School Year: **2020-21**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Middle School	19-64980-6061659	October 21, 2020	

## Purpose and Description

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

We do not receive Title I Funding

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

The goals in the LMS SPSA are in alignment with our district LCAP goals. By successfully implementing and refining our School Leadership Team (SLT) plan, our school staff works together toward the goal of greater student outcomes for all students and our subgroups that are currently not meeting outlined benchmarks.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Olweus, Staff School Climate Survey, California Healthy Kids Survey and Student Engagement Survey - Please see survey results in the attachments. (Please note that much data for the 2019-20 school year is unavailable due to the Covid-19 school closure)

## Classroom Observations

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

Every teacher on the evaluation cycle has two formal observations. Informal observations happen but not according to a set schedule. VAPA classes and most 6th grade classes are visited informally during our school tours from October - March. Our SSC has at least one learning walk to observe classrooms each year.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

See the LMS SLT Plan in the attachments.

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

Our School Leadership Team (SLT) consists of teacher representatives from all departments (Math, Science, Humanities, VAPA, PE, SPED, and counseling). Our aim was to have an area of focus that can support the students in our subgroups (African American, English Learners, Hispanic, Socio-Economic Disadvantaged & Special Education) that are not performing as well as others based on our CAASPP data while simultaneously stretching students who are meeting benchmarks. We determined that a focus on Academic Discourse would be most appropriate. Research shows that a focus on academic language provides support and scaffolding to those acquiring academic content language, utilizes culturally responsive teaching strategies, and allows for differentiation for those who are exceeding standards. Further, it is applicable to all content areas.

Goal: Focus: Students will use precise academic language and evidence to communicate and demonstrate deep and complex understanding.

Outcome: By Spring 2021, 100% of students will produce a product (written and/or spoken) that demonstrates their understanding of a critical concept in each content area using academic language and evidence with at least a one point improvement on a 4 point rubric scale.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet highly qualified requirements.

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

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

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

Staff development is focused on alignment with the CA state standards, district initiatives and supporting PLCs, which support student achievement. The SLT provides customization of professional development to meet site needs.

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

We have a full-time literacy coach that supports teachers in all content areas. There are two District Tech TOSAs, that supports teachers with the integration of technology into their instructional program. Three full-time administrators provide instructional coaching across content areas. Our district content experts also assist teachers with curriculum support integration of best instructional practices into their daily routines.

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

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

## Teaching and Learning

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

Curriculum is aligned to the California content standards. Grades 6 through 8 adopted new aligned Math materials in 2014. During the 2015-2016 school year, ELA teachers will participate in the selection of the new English adoption for SMMUSD. History materials were piloted and adopted during the 2018-19 school year. Science teachers are currently piloting science materials for adoption.

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

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

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

The master schedule provides sufficient flexibility to support periods for intervention and teachers provide support after school.

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

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

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

Appropriate materials are used.

## Opportunity and Equal Educational Access

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

Differentiation and scaffolding is provided as part of Tier 1 instruction. All teachers have office/guided study hours to assist students needing additional support. LMS has a peer tutoring center that is open four days a week. It is supervised by counselors who work with the peer tutors and the students needing additional support. Our library is open before school and after school until 4:30pm (except Friday) and during lunch and nutrition so that students have access to a space and resources to support their learning. Many teachers provide additional support to students during the homebase period as well.

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

Our School Site Council (SSC) has the appropriate representation of staff & parents. Our English Learner Advisory Committee (ELAC) is representative of current EL students and reclassified students.

## Funding

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

We do not receive categorical funding.

Fiscal support (EPC)

Stretch Grant from the Santa Monica Education Foundation, Site Formula Funds, Lottery funds, Supplemental Grant, and PTSA support.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Input from staff to the SPSA is provided through our School Leadership Team (SLT) which consists of elected representatives from our faculty and our literacy coach. The SLT designs, implements, and refines our school implementation plan in consultation with the principal. Our English Learners Advisory Council (ELAC) reviewed the SPSA during the September 2020 ELAC meeting. Our School Site Council (SSC) reviewed our summative CAASSP data (the previous year since no new data) during the October 2020 meeting and provided feedback during the October 2020 meeting. Throughout the academic year, the SSC will monitor the implementation and outcomes of our SPSA through data analysis and a learning walk. Please note: due to the Covid-19 closure spring review was not possible. SSC and ELAC provided input into this draft by October 2020. Review and updating of the plan will occur through the Spring of 2021 prior to the SPSA being sent to the BOE for adoption for the 2021-22 school year.

## Resource Inequities

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

None currently identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.18%	0.09%	2	2	1
African American	5.48%	5.72%	4.84%	59	63	54
Asian	7.52%	8.71%	8.51%	81	96	95
Filipino	1.21%	1%	0.81%	13	11	9
Hispanic/Latino	18.76%	19.78%	21.59%	202	218	241
Pacific Islander	0.09%	0.09%	0.09%	1	1	1
White	59.98%	57.53%	50.72%	646	634	566
Multiple/No Response	0.09%	0.18%	12.01%	1	2	15
<b>Total Enrollment</b>				1077	1,102	1,116

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	376	398	363
Grade 7	339	357	399
Grade 8	362	347	354
<b>Total Enrollment</b>	1,077	1,102	1,116

### Conclusions based on this data:

1. Our enrollment is strong and continues to grow.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	77	75	77	7.1%	6.8%	6.9%
Fluent English Proficient (FEP)	172	190	189	16.0%	17.2%	16.9%
Reclassified Fluent English Proficient (RFEP)	10	0	9	14.9%	0.0%	12.0%

### Conclusions based on this data:

1. Our EL enrollment is consistent. We continue to work on reclassifying students who may come to us at LTELs from our feeder schools. When we reclassify students we want to ensure they are going to be successful and meet the criteria. Therefore, our reclassification rates vary from year to year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	347	374	391	341	361	379	341	361	379	98.3	96.5	96.9
Grade 7	360	341	348	352	334	335	352	334	335	97.8	97.9	96.3
Grade 8	342	356	338	334	350	323	334	350	323	97.7	98.3	95.6
All Grades	1049	1071	1077	1027	1045	1037	1027	1045	1037	97.9	97.6	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2611.	2603.	2601.	48.39	53.74	47.23	36.95	24.38	34.56	10.85	14.68	11.35	3.81	7.20	6.86
Grade 7	2626.	2619.	2621.	45.74	41.92	45.97	38.64	36.83	30.15	8.52	13.17	15.82	7.10	8.08	8.06
Grade 8	2617.	2632.	2642.	33.83	39.43	45.20	38.62	40.86	34.06	17.07	13.43	14.24	10.48	6.29	6.50
All Grades	N/A	N/A	N/A	42.75	45.17	46.19	38.07	33.88	32.98	12.07	13.78	13.69	7.11	7.18	7.14

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	50.44	50.14	51.72	41.94	38.78	35.88	7.62	11.08	12.40	
Grade 7	53.13	46.71	50.45	36.65	41.92	35.22	10.23	11.38	14.33	
Grade 8	44.91	45.14	55.42	37.43	44.29	35.29	17.66	10.57	9.29	
All Grades	49.56	47.37	52.46	38.66	41.63	35.49	11.78	11.00	12.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	60.41	58.33	48.81	35.48	31.94	44.06	4.11	9.72	7.12
Grade 7	63.25	56.93	59.10	30.77	34.34	33.43	5.98	8.73	7.46
Grade 8	46.71	53.87	52.32	41.62	38.68	38.70	11.68	7.45	8.98
All Grades	56.92	56.39	53.23	35.87	34.97	38.96	7.21	8.65	7.81

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	35.48	36.67	34.30	61.00	56.67	60.69	3.52	6.67	5.01
<b>Grade 7</b>	34.09	27.03	29.25	59.38	63.96	60.90	6.53	9.01	9.85
<b>Grade 8</b>	29.34	34.29	39.01	63.17	59.71	55.42	7.49	6.00	5.57
<b>All Grades</b>	33.01	32.79	34.14	61.15	60.02	59.11	5.84	7.19	6.75

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	62.17	63.61	53.30	31.67	30.00	39.58	6.16	6.39	7.12
<b>Grade 7</b>	58.12	55.56	52.54	35.04	36.94	38.51	6.84	7.51	8.96
<b>Grade 8</b>	44.01	56.29	53.87	44.61	36.86	38.39	11.38	6.86	7.74
<b>All Grades</b>	54.87	58.58	53.23	37.04	34.52	38.86	8.09	6.90	7.91

**Conclusions based on this data:**

1. Overall, our students are doing well in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	347	373	391	342	364	380	342	363	380	98.6	97.6	97.2
Grade 7	360	341	348	352	336	335	352	336	335	97.8	98.5	96.3
Grade 8	342	355	338	333	349	322	245	349	322	97.4	98.3	95.3
All Grades	1049	1069	1077	1027	1049	1037	939	1048	1037	97.9	98.1	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2594.	2571.	2582.	47.08	38.29	42.11	19.88	22.87	21.58	21.93	21.76	22.63	11.11	17.08	13.68
Grade 7	2621.	2612.	2602.	50.57	45.83	42.09	24.15	23.21	25.07	15.63	19.35	16.12	9.66	11.61	16.72
Grade 8	2593.	2636.	2642.	29.80	51.29	53.11	17.14	16.91	16.46	30.20	18.62	16.77	22.86	13.18	13.66
All Grades	N/A	N/A	N/A	43.88	45.04	45.52	20.77	20.99	21.12	21.73	19.94	18.71	13.63	14.03	14.66

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	52.34	41.05	46.05	30.41	32.78	33.42	17.25	26.17	20.53	
Grade 7	58.52	53.57	51.64	26.70	27.38	25.67	14.77	19.05	22.69	
Grade 8	33.06	53.01	58.07	35.92	28.08	23.60	31.02	18.91	18.32	
All Grades	49.63	49.05	51.59	30.46	29.48	27.87	19.91	21.47	20.54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	46.78	43.53	42.63	38.30	34.71	41.05	14.91	21.76	16.32
Grade 7	56.53	47.92	45.37	33.52	36.90	39.10	9.94	15.18	15.52
Grade 8	31.43	52.72	54.04	44.90	37.54	31.99	23.67	9.74	13.98
All Grades	46.43	48.00	47.06	38.23	36.35	37.61	15.34	15.65	15.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	46.20	38.02	44.74	38.89	42.15	37.11	14.91	19.83	18.16
Grade 7	51.42	46.13	42.99	40.91	43.45	47.16	7.67	10.42	9.85
Grade 8	28.16	48.71	50.00	50.61	39.26	39.13	21.22	12.03	10.87
All Grades	43.45	44.18	45.81	42.71	41.60	40.98	13.84	14.22	13.21

**Conclusions based on this data:**

1. Overall our students do well in math but there is still room for growth.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1535.2	1555.8	1535.2	1575.9	1534.8	1535.0	33	22
Grade 7	1575.0	1575.8	1574.6	1587.9	1575.0	1563.2	21	24
Grade 8	1590.8	1640.1	1584.7	1667.2	1596.5	1612.9	16	14
All Grades							70	60

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	45.45	57.58	40.91	*	9.09	*	4.55	33	22
7	52.38	33.33	*	54.17	*	12.50	*	0.00	21	24
8	75.00	57.14	*	42.86		0.00		0.00	16	14
All Grades	45.71	43.33	41.43	46.67	*	8.33	*	1.67	70	60

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	60.61	90.91	33.33	0.00	*	4.55	*	4.55	33	22
7	76.19	83.33	*	8.33		8.33	*	0.00	21	24
8	100.00	92.86		7.14		0.00		0.00	16	14
All Grades	74.29	88.33	21.43	5.00	*	5.00	*	1.67	70	60

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	18.18	*	31.82	42.42	36.36	*	13.64	33	22
7	*	16.67	*	37.50	*	41.67	*	4.17	21	24
8	*	14.29	*	78.57	*	7.14		0.00	16	14
All Grades	32.86	16.67	21.43	45.00	31.43	31.67	*	6.67	70	60

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	36.36	75.76	54.55	*	9.09	33	22
7	61.90	16.67	*	70.83		12.50	21	24
8	75.00	35.71	*	64.29		0.00	16	14
All Grades	44.29	28.33	52.86	63.33	*	8.33	70	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	81.82	90.91	*	4.55	*	4.55	33	22
7	80.95	100.00	*	0.00	*	0.00	21	24
8	100.00	92.86		7.14		0.00	16	14
All Grades	85.71	95.00	*	3.33	*	1.67	70	60

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.64	*	40.91	63.64	45.45	33	22
7	*	12.50	*	66.67	*	20.83	21	24
8	*	28.57	*	71.43	*	0.00	16	14
All Grades	30.00	16.67	21.43	58.33	48.57	25.00	70	60

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	50.00	72.73	45.45	*	4.55	33	22
7	*	16.67	52.38	79.17	*	4.17	21	24
8	*	7.14	*	92.86		0.00	16	14
All Grades	34.29	26.67	62.86	70.00	*	3.33	70	60

**Conclusions based on this data:**

1. Our English Learner students are making progress. There is still a need for more targeted support and intervention.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1102</b>	<b>19.7</b>	<b>6.8</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	6.8
Homeless	4	0.4
Socioeconomically Disadvantaged	217	19.7
Students with Disabilities	133	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	5.7
American Indian	2	0.2
Asian	96	8.7
Filipino	11	1.0
Hispanic	218	19.8
Two or More Races	75	6.8
Pacific Islander	1	0.1
White	634	57.5

### Conclusions based on this data:

1. There is a misconception in our community that we do not have students in need. The data clearly indicates that we have students who do not have the same fiscal advantages as their peers.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Yellow</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="305 703 360 730">Blue</p>		

#### Conclusions based on this data:

1. We need to continue to address chronic absenteeism. We aim to lower suspension rates by exploring alternative means of correction when appropriate.

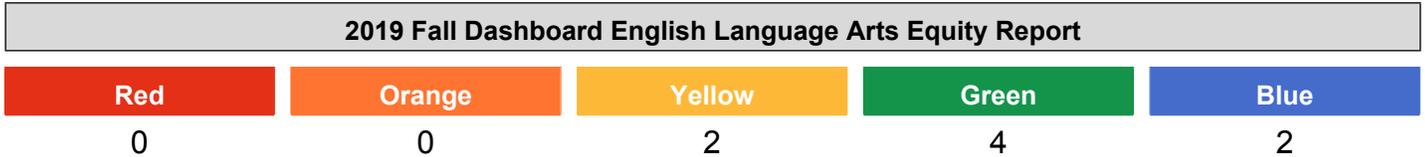
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 70.2 points above standard Maintained ++0.6 points 1042	<p><b>English Learners</b></p>  Yellow 4.5 points above standard Declined -8.3 points 133	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p>  Green 13.5 points above standard Maintained 0 points 222	<p><b>Students with Disabilities</b></p>  Yellow 18.3 points below standard Increased ++3.4 points 132

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 17.2 points above standard Increased ++7 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 88.1 points above standard Declined -3 points 85	 No Performance Color 87.9 points above standard Increased Significantly ++39.2 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.9 points above standard Declined -3.3 points 214	 Blue 103 points above standard Increased ++10.4 points 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 88.7 points above standard Maintained ++2.3 points 577

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
55.9 points below standard Declined Significantly -41.1 points 56	48.5 points above standard Declined Significantly -16.2 points 77	76.8 points above standard Maintained -1.1 points 790

**Conclusions based on this data:**

- Many of our subgroups are doing well in ELA. There is still a significant achievement gap. While its good that some groups aren't declining, the progress is still not adequate.

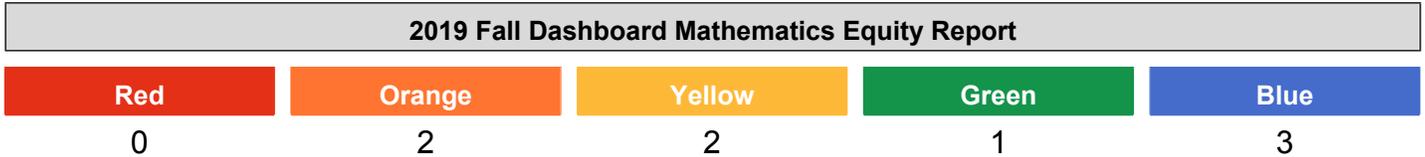
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 39 points above standard Maintained -0.8 points 1039	<p><b>English Learners</b></p>  Green 22.1 points below standard Increased ++8.3 points 133	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 25.2 points below standard Increased ++3.2 points 220	<p><b>Students with Disabilities</b></p>  Orange 68.4 points below standard Declined -6.4 points 129

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 24.5 points below standard Declined -9.7 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 91.3 points above standard Maintained ++1.6 points 85	 No Performance Color 77.5 points above standard Increased Significantly ++37.5 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.9 points below standard Maintained ++2.8 points 213	 Blue 83 points above standard Increased ++11.4 points 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 57.7 points above standard Maintained -1.8 points 576

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard Declined Significantly -20.7 points 56	17.6 points above standard Maintained ++0.2 points 77	43.5 points above standard Declined -5.5 points 787

**Conclusions based on this data:**

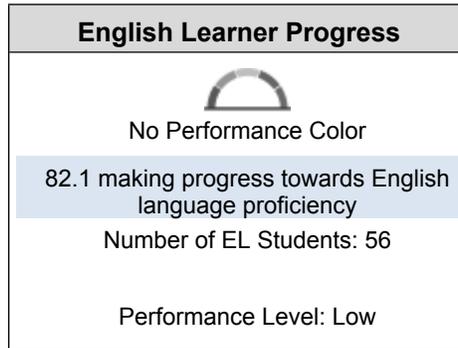
1. Similar to ELA, in math our students with disabilities are not achieving at the same rates as their peers. Our EL students showed a decline in math. There is still work to be done to address the gaps that exist when subgroups are compared.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
3.5	14.2	16.0	66.0

#### Conclusions based on this data:

- Most of our EL students are assessing at level 4 or 3 which is good. However, we need to continue to implement and refine practices that will move the remaining students toward mastery.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

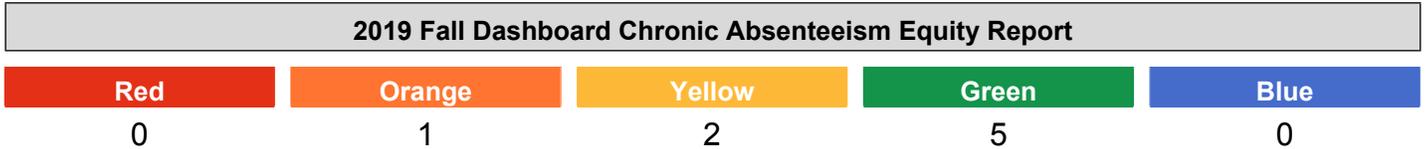
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 6.5 Maintained -0.3 1122	<p><b>English Learners</b></p>  Green 5.2 Declined -1.2 77	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p>  Green 7 Declined -1.8 242	<p><b>Students with Disabilities</b></p>  Orange 11.4 Increased +4.7 149

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 3.1 Declined -3.3 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 6.5 Declined -1.8 92	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.6 Maintained +0.3 228	 Green 6.3 Declined -1.7 95	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 7 Maintained +0.2 627

**Conclusions based on this data:**

1. We need to increase communication to our community about the importance of school attendance. Early intervention is necessary for students exhibiting a pattern of poor attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

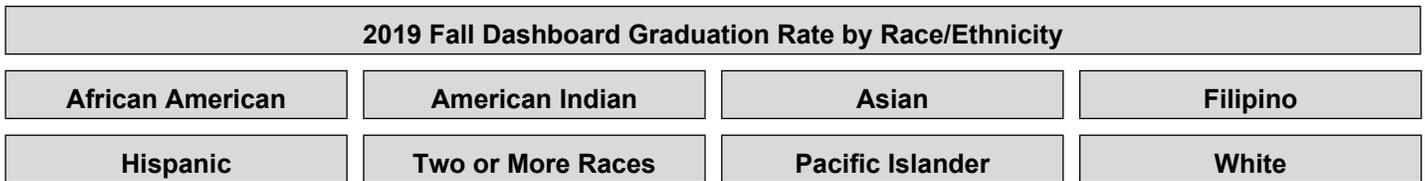
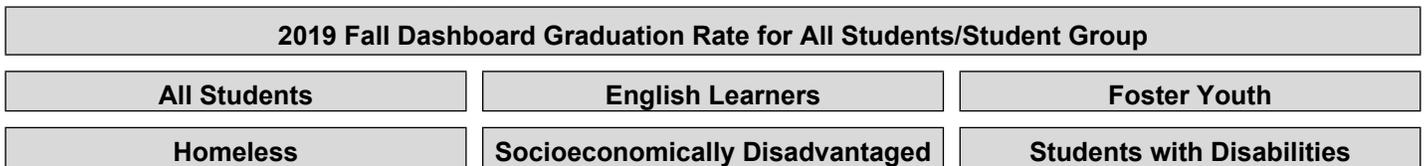
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

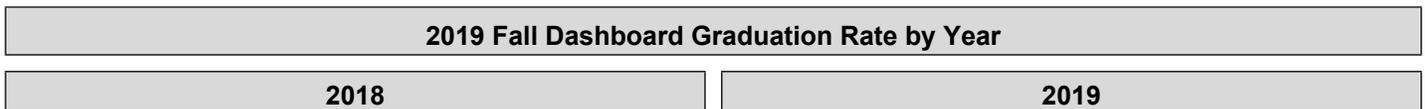
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. N/A

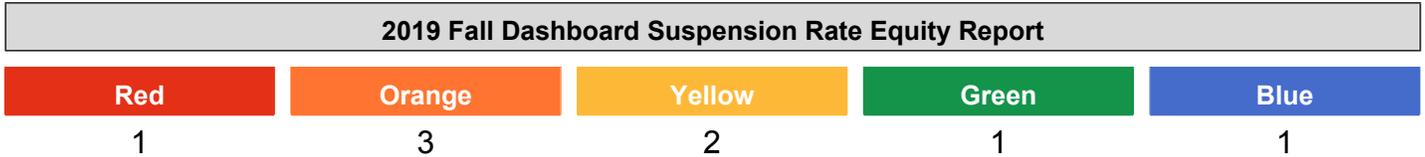
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 3 Maintained -0.2 1135	<p><b>English Learners</b></p>  Orange 2.6 Increased +0.5 78	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 6	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 4.9 Maintained 0 244	<p><b>Students with Disabilities</b></p>  Red 8.6 Increased Significantly +5.2 151

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.8 Increased +1.2 65	 No Performance Color Less than 11 Students - Data 2	 Green 1.1 Maintained -0.1 92	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.9 Increased +0.5 233	 Blue 0 Declined -3.8 95	 No Performance Color Less than 11 Students - Data 1	 Yellow 2.7 Maintained -0.2 635

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	3

**Conclusions based on this data:**

1. We do not have a high suspension rate overall. However, there were slight increases for African America, Asian and White students. There was a decline for Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

100% of LMS students will promote on track to graduate high school socially just and ready for college and careers.

## Identified Need

Substantially close the achievement gap by significantly increasing the percentage of students in target subgroups (African American, Hispanic, & English Learner) who meet or exceed the ELA standard on the CAASPP by at least 8%.

Decrease the percentage of students who are in the "standard not met" band by at least 8%.

Time for teachers to plan and strategize using cycles of inquiry to shift their practice in pursuit of better academic outcomes for our students who are not achieving.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Schoolwide: Math = 66.64% MET OR EXCEEDED: ELA = 79.17% MET OR EXCEEDED African American: Math = 40.67% MET OR EXCEEDED: ELA = 54.24% MET OR EXCEEDED Hispanic/Latino: Math = 38.50% MET OR EXCEEDED: ELA = 55.72% MET OR EXCEEDED	Increase the percentage of students in target subgroups (African American, Hispanic, & English Learner) who meet or exceed the ELA & Math standard on the CAASPP by at least 15%. Decrease the percentage of students who are in the "standard not met" band by at least 8%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Humanities, Math, spec. ed, science teacher planning and norming (creating, planning, and grading common assessments) teacher hourly /sub coverage and conference attendance sub coverage, Lesson Link planning and sub coverage, 7th Grade Writing Night

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
36741	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time
21996	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time
11858	Site Formula Funds 3000-3999: Employee Benefits
5580	Stretch Grant (Ed Foundation) 3000-3999: Employee Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide CAASPP data to teachers as early as possible so they can analyze and use the data during their summer planning sessions. (contingent on release of data from the State of California).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Various conferences (writing in the curriculum, incorporating informational text, NGSS, music, etc.)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2000

#### Source(s)

Stretch Grant (Ed Foundation)  
5000-5999: Services And Other Operating Expenditures  
Conference related expenses (registration fees, travel and/or housing)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

8190

#### Source(s)

Site Formula Funds  
4000-4999: Books And Supplies

500

Site Formula Funds  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1980

#### Source(s)

Site Formula Funds  
5000-5999: Services And Other Operating Expenditures

4215

Stretch Grant (Ed Foundation)  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Our teams are working well together to collectively address academic needs based on data. Our ELA team is in more alignment within grade levels and vertically. We've added another intervention class to our schedule this year to address the needs of some of our struggling readers and writers who do not receive support through other programs such as special education and English Learner support classes.

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

There are currently no major differences between the intended implementation and the budget expenditures. Due to the covid closure, we may be able to shift some of our resources if we are unable to implement some of our strategies due to covid restrictions.

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.

We will need to look at changing some of the measurements used to monitor our plan since the COVID closure resulted in no major summative data.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

100% of LMS English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.  
 Substantially close the achievement gap at LMS by significantly increasing the percentage of students in the English Learner subgroup who meet or exceed the Math and ELA standards on the CAASPP by at least 15%.  
 Decrease the percentage of English Learner students who matriculate to high school classified as LTELs (Long Term English Learner) by 20%.

## Identified Need

Ongoing training and support for teachers on how to support English Learners through research-based instructional strategies and content scaffolding.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	(2019) Math = 23.34% MET OR EXCEEDED: ELA = 24.14% MET OR EXCEEDED	Increase the percentage of students in the English Learner subgroup who meet or exceed the Math and ELA standards on the CAASPP by at least 15%.
Reclassification Rates	See data section	Decrease the percentage of English Learner students who matriculate to high school classified as LTELs (Long Term English Learner) by 20%.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Professional development on the use of academic vocabulary and academic discourse to support learning of academic language for all students and specifically our English Learners.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
PD during banked time

0

District Funded  
1000-1999: Certificated Personnel Salaries  
Instructional Coach

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

EL and Reclassified Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

General supplies to support the use of academic literacy in all content areas.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Other materials to support ELD instruction as needed.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

English Learners and all students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Class coverage for teachers with no prep period.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Host an International Day Potluck Breakfast to allow students and their families to celebrate their culture with our entire school community. This will help our EL students, especially newcomers, feel more connected to our entire community. (Unable to happen Spring 2020 due to closure. Unknown if this event can occur in 2021).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

EL Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

EL students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

EL Students

#### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

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

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Bridging activities such as having EL students visit SAMOHI to learn about the program there and how they can connect to the larger school community and student interest clubs (ex. International Club). Field trips for EL students such as college tours, opportunities to meet with International students at SMCC, or visits to museums for multicultural exhibits.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

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

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Work with EL students (either in ELD and Lit Support classes or after school workshops) to make sure they understand the importance of the CELDT/ELPAC and their CAASPP scores to reclassification.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

English Learner and Reclassified Students

Strategy/Activity

Create a way to celebrate the accomplishments of students who earn reclassification (could be a certificate, small reception, or recognition at a board meeting or the International Day Potluck Breakfast).

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

200

Source(s)

Stretch Grant (Ed Foundation)  
4000-4999: Books And Supplies  
Supplies for certificates and reception

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

English Learner Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

We continue to take both a targeted and schoolwide approach to our support of English Learners. Adjustments were made to the master that allowed for ELA teachers to also be the instructors for our English Learner newcomer and lit support classes. We continue to analyze data from fast bridge, read theory and other programs to monitor achievement and identify areas that need additional focus.

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

Currently there are no major difference between the intended implementation and budgeted expenditures needed to implement the strategies. If Covid restrictions prevent the implementation of some strategies, we may need to redirect funds or shift to a different strategy that can be done virtually.

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

Currently, there are no changes. We will be doing a needs assessment with our ELAC to determine what additional supports may be necessary during distance learning for English Learners.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

Enhancing the school/family connection for all Lincoln community members evidenced by positive responses from at least 90% of the respondents to the school climate survey.

## Identified Need

Training for new staff members to ensure they know how to create an environment where all families feel they are welcomed, supported, respected and valued.

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students/Families

### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Staff Training on Adolescent Social Emotional Development. General supplies, classroom & office materials related to the support of school climate. Olweus Anti-Bullying Rules Posters for classrooms, materials for Mindfulness training, etc.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

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

500

None Specified  
Bullying Prevention & Intervention

0

None Specified  
Depression & Suicide

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Grade level coordinators organize field trips and other activities connected with the grade level essential question. Mindfulness & Associated Student Body (ASB) Leadership Coordinators.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

5th to 6th grade transition activities to get students comfortable at LMS - \$50 teacher hourly (Get Your Stuff Day ( 4hrs x 13 ppl) 5th grade visit & Show on the Road (8 hrs ), Camp Lincoln. New to LMS lunch for incoming 6th graders who did not attend a feeder school and any new 7th and 8th grade students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries

4985

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

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students/Families

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	
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0	
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### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Nurse supplies - bandages, medications, ointments, etc. Health Office Specialist support hours to help ensure their is coverage in the nurse's office when the nurse is doing in class presentations and to assist with health screenings.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

1000	Site Formula Funds 4000-4999: Books And Supplies
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2000	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries
------	---

1000	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
------	--

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

General Supplies to support offices and classrooms to help ensure access and equity for schoolwide events to continue building a more welcoming school environment.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

5041	Site Formula Funds 4000-4999: Books And Supplies
3487	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Copier supplies (paper, Duplo supplies, etc.) and Copier maintenance agreements necessary for flyers and other communications that are sent home with students to help increase community awareness of available activities that help create a welcoming and engaging school environment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5500	Site Formula Funds 4000-4999: Books And Supplies

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Extra Hours for counselors (summer/yearlong) for programing and scheduling.  
  
Extra hours for office staff (start school year earlier) to ensure summer enrollment is inputted and help make the opening of school is as seamless as possible for families and staff.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

3626	Site Formula Funds 2000-2999: Classified Personnel Salaries

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Conferences for select staff on topics related to student social emotional well being, mental health, increasing classroom engagement, LGBT+, building an inclusive school culture, etc.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4000

Source(s)

Stretch Grant (Ed Foundation)  
5000-5999: Services And Other Operating Expenditures  
Conferences

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

All Students, Special Education Students (Intensive, Social Skills and Life Skills)

Strategy/Activity

Chance to Dance outreach with our special education students (intensive, social skills and life skills programs), and After School Drama Program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6200

Source(s)

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

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Roads to Respect presentation dealing with issues around sexual harassment, consent, etc and is grade level appropriate and different for each grade level. The curriculum is taught by an outside educator and will take three consecutive class periods. (may not be available during Pandemic)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Funds to support student participation in field trips, dances, and other activities beyond what our PTSA and parent donations may be able to cover.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

Stretch Grant (Ed Foundation)

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funds for library materials that are represent the various cultures and interests of our students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1965.12

Source(s)

American Book Drive  
4000-4999: Books And Supplies  
Books, Magazines and other library supplies

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

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

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

Currently there are no major differences between our intended implementation and our expenditures. We are generously supported by our PTSA both with volunteer hours and monetary donations to support enrichment activities for our students.

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.

During the school closure, some of our planned activities will be postponed and/or cancelled, or as indicated above we will find virtual alternatives. We have already successfully shifted our 6th grade Camp Lincoln to a virtual format, and our students will attend a virtual reading of the Diary of Anne Franke in lieu of our usual in person visit. We are currently exploring ways to create a virtual school tour and staff has created a menu of virtual clubs that students can join. We shifted our musical theatre program to a virtual workshop format as well. Finally, we have seen an increase in parent participation at PTSA meetings now that they are held virtually.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$157,564.12

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$500.00
American Book Drive	\$1,965.12
District Funded	\$500.00
Site Formula Funds	\$92,936.00
Stretch Grant (Ed Foundation)	\$61,663.00

Subtotal of state or local funds included for this school: \$157,564.12

Total of federal, state, and/or local funds for this school: \$157,564.12

# School Site Council Membership

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

- 1 School Principal
- 6 Classroom Teachers
- 1 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Jennifer Cowan	Parent or Community Member
Florence Culpepper Richardson	Principal
Monica Williams	Other School Staff
Kathy Kane Cody	Parent or Community Member
Stephan Corbel	Parent or Community Member
Sarah Hughes	Parent or Community Member
Vanessa Counte	Classroom Teacher
Hanny Patel	Parent or Community Member
Wendy Woodhall	Parent or Community Member
Eric Marcos	Classroom Teacher
Wynn Sherman	Classroom Teacher
Jennifer Burns	Classroom Teacher
Beth Hoffman	Classroom Teacher
Stacy Lee	Parent or Community Member
Nicole Wolfe	Parent or Community Member
Ron Vieria	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

see Minutes

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 October 21, 2020.

Attested:



Principal, Florence Culpepper Richardson on October 21, 2020

see minutes

SSC Chairperson, Nicole Wolfe on October 21, 2020

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## 2020-2021 Lincoln Middle School Implementation Plan

**Focus:** Students will use precise academic language and evidence to communicate and demonstrate deep and complex understanding.

**Outcome:** By *Spring 2021*, 100% of students will produce a product that demonstrates their understanding of a critical concept in each content area using academic language and evidence with at least a one-point improvement on a 4 point rubric scale.

Success Indicators	Staff Practices	Support Needed	Formative Feedback	Timeline
<p>Students (including English Learners and reluctant speakers) <b>speak</b> in small-group and large group settings using content and domain-specific <b>academic language</b> and evidence to support an argument, to inform, or to build on other students' contributions. (1,2)</p>	<p><b>Sentence frames</b> provided to students and posted in classrooms (adjusted based on student mastery)</p> <p><b>Balance of Teacher Talk v Student Talk</b> (10-2 rule), use of structured partner share protocols, reminders to shift from casual talk to academic talk</p> <p><b>Class Discussion Strategies</b> - to provide opportunities for students to practice using academic language (ex. Socratic Seminar, Philosophical Chairs, Critiques)</p> <p><b>Intentional instruction</b> of academic language and content vocabulary (choral reading, speaking, synonyms and related words, examples. and nonexamples, and instructional tools)</p> <p>Teachers model discourse expectations while facilitating student-led academic inquiry and discourse (pineappling).</p> <p>Teachers include the appropriate <b>culturally responsive supports</b> to ensure the success of all students w/ support from Spec Ed Specialist</p>	<p><b>PLC teams</b> - Efficient use of time to review student work and refine instructional strategies to support student learning. Additional support with protocols, roles for PLC members, and data analysis (facilitator moves)</p> <p><b>Modeling</b> of implementation of strategies (e.g., observing another teacher aka pineappling, PD, etc.)</p> <p>Teachers will <b>seek and receive</b> support to address student needs with differentiation.(i.e., <b>social justice standards</b>)</p> <p><b>Special and Regular Education teachers</b> work together during PLC time to make sure common assignment/performance tasks meet the needs of all learners and are designed for easy implementation of accommodations.</p>	<p><b>LEAD DATA</b></p> <p>Content-oriented performance tasks that use academic language and evidence to communicate understanding</p> <p>Learning Walks (formal and informal, sub out or during conference periods)</p> <p>Interim Benchmark Assessments (ELA &amp; Math)</p> <p>Formative Assessments (content specific)</p> <p><b>LAG DATA</b></p> <p>Summative Assessments - CAASPP, ELPAC, FASTBridge</p>	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>● Introduction to Academic Language</li> <li>● Models and Practice using frames</li> <li>● Examples of student conversations with and without frames (fishbowl during PD)</li> <li>● Structured Collaborative Conversations (Partner A, B)</li> <li>● Differentiating use of frames based on student needs, abilities, etc. (Depth of Knowledge inquiry levels 3 &amp; 4 are integrated)</li> </ul> <p>By <b>June 2021</b></p> <ul style="list-style-type: none"> <li>● Using academic language to support student evidence-based arguments and writing <a href="#">across all content areas</a></li> </ul>

<u>Success Indicators</u>	<u>Staff Practices</u>	<u>Support Needed</u>	<u>Formative Feedback</u>	<u>Timeline</u>
<p>Students provide evidence, reasoning and analysis for claims within <b>writing</b> using academic language (2).</p> <p>Students use academic discourse to discuss rubrics to reflect upon their writing.</p>	<p>Writing templates provided to students and posted in classrooms (which are adjusted based on student mastery).</p> <p>Explicit instruction of new vocabulary specific to written assignments, using choral reading and choral speaking, synonyms and related words, examples and nonexamples, and other instructional tools</p> <p>Opportunities for all domains of writing provided regularly in the classroom</p> <p>Common rubrics that use specific academic language.</p>	<p>Training in use of templates for scaffolding all levels of written achievement and in writing-to-learn strategies that integrate academic language and vocabulary.</p> <p>Helping staff see the power of ongoing concise writing opportunities</p> <p>Finding and sharing research-based examples of academic writing in different content areas that incorporate close reading strategies and focus on varied critical thinking skills.</p>	<p><b><u>LEAD DATA</u></b></p> <p>Written content-oriented performance tasks or formative assessments that use academic language and evidence to communicate understanding</p> <p>ELA Interim Benchmark Assessments</p> <p><b><u>LAG DATA</u></b></p> <p>Summative Assessments - CAASPP, ELPAC, FASTBridge</p>	<p><b>By June 2021</b></p> <ul style="list-style-type: none"> <li>● Models and Practice using templates to support writing claim statements with evidence</li> <li>● Differentiating use of templates based on student needs, abilities, etc.</li> <li>● Using academic language to support student evidence-based arguments and writing <a href="#">across all content areas</a></li> </ul>

# Site Support Needs for 2020-21

## Staffing

- Continued funding for a full time literacy coach
- Bilingual TA should be full time to support EL student needs especially when students are in their core academics. This would be especially helpful under distance learning. \$\$\$ (LCAP Goal #2 and LMS SPSA Goal #2)
- Sub Coverage for teachers to collaboratively plan and norm (Depts - Math, Sped edu, VAPA, Humanities, Science) - \$
- Release time for teachers to do summer and afterschool planning (Math 6 hrs x 9 teachers , Science 6 hrs x 7 teachers, ELA 8 6 hrs x 3, Humanities 6 & 7 9 hrs x 12, SPED 6 bhhrs x 8, VAPA 6 hrs x 4, PE 6 hrs x 5 teachers) Total = 324 hrs x \$50 (**\$16,200**)
- Release time for teachers to engage in a lesson study at least twice a year
- Release Day for Counselors to evaluate data (Naviance, Student and Parent Surveys) (LCAP Goals #2 an LCAP Goal #3)

## Support

- More tech support (technical troubleshooting) to support teachers with malfunctioning technology & one-on-on
- Ongoing support from Arielle and other Ed tech staff on how teachers can effectively use tech platforms to strengthen distance learning
- Spring CUE (Computer Using Educators) for SLT team March 2021, if happening (registration, lodging and subs)
- Department Professional Development and/or conferences for PE related to Site Plan Goal
- Deeper Learner San Diego - Sarah
- Furniture: Narrow whiteboards on wheels or the ones with handles, tall tables and tall chairs and kidney- shaped tables,
- Department Professional Development for Counselors (ASCA virtual conference \$299/counselor; June 2021)

## Materials/Supplies

- Supplies/Materials for LMS 101 Parent Workshops (\$50/workshop-6 total/year=300 dollars); Academic Language, Lincoln School Information/Illuminate, and Naviance

**English Learner Committee (ELAC)**  
**School: Lincoln Middle School**  
**Date of ELAC meeting: 10/15/2020**

	1. Assist in the development of school-wide need assessment
	2. Assist with efforts to make parents aware of the importance of regular school attendance
X	3. Advise the principal and staff in the development of a site plan for ELs and submit plan to the school council for consideration of inclusion in the Single Plan for Student Achievement (SPSA)
	4. Receives training to assist members in carrying out their legal responsibilities
X	5. Elect representative(s) for the District English Learner Advisory Committee

Attendance: Shirley Chiu, Ludmila Prokofyeva, Rosario Guzman, Rosa Moreno, Maria Barranco, Florence Culpepper, Vy Andrew, Marlene Ramos

- I. **Welcome/Norms, the meeting called to order at:** 8:30am
  
- II. **Review and approve MEETING MINUTES:** The minutes of the previous meeting were approved. Shirley Chiu motioned to approve and Rosa Moreno second.
  
- III. **ELAC Mandated Topic(s):** Principal Culpper welcomed everyone and introduced herself and our assistant principal Vy Andrew. Then Ms. Culpepper explained the SPSA, SLT, the goals to achieve for the EL students. Fastbridge was also discussed and the ELPAC testing. English learners are evaluated by ELPAC and state testing. There was a question regarding time frames of ELPAC testing, only new student who are new to the school or states will take the ELPAC in October, others will take it in February.
  
- IV. **ELAC Discussion/ Recommendation:** Ms. Culpepper and Ms. Andrew announced that we have vacancies for ELAC officers. We currently have ELAC President, Vice President, Secretary and DELAC Representative available to our members if they would like to volunteer to join our ELAC committee. Shirley Chiu volunteered to be the Secretary for ELAC. Rosario Guzman motioned to approve Shirley as secretary and Rosa Moreno seconded. Maria Barranco volunteered to be the DELAC representative, Rosa Moreno motioned to approve and Lorena Villafana seconded the motion. Lastly, Lumilda Prokofyeva volunteered to be president of ELAC. Shirley Chiu motioned and Rosario Guzman seconded the motion. All ELAC members approved all the new members.
  
- V. **DELAC Report:** Next regular DELAC meeting will be held November 2nd at 9am.
  
- VI. **Other presentation(s) (Summary):** N/A
  
- VII. **Public Comments:** N/A
  
- VIII. **Announcements:** (Summary): N/A
  
- IX. **Closure:** The meeting was adjourned at 9:30am

**Comité para Estudiantes de Aprendizaje de Inglés (ELAC)**  
**Escuela: Lincoln Middle School**  
**Fecha de la junta: 11/15/2020**

	1. Asistir en el desarrollo de una evaluación total del plantel.
	2. Asistir con el esfuerzo de ayudar a los padres de entender la importancia de atender a la escuela regularmente
X	3. Aconsejar al director y el personal en el desarrollo del plan para estudiantes de inglés (ELs) u someterlo a el concilio de la escuela para su consideración de incluirlo en el plan único para el éxito del estudiante (siglas en inglés SPSA)
	4. Recibe entrenamiento para asistir a miembros en desempeñar sus responsabilidades legales
X	5. Elejir representantes para el comité del distrito escolar DELAC

Asistencia: Shirley Chiu, Ludmila Prokofyeva, Rosario Guzman, Rosa Moreno, Maria Barranco, Florence Culpepper, Vy Andrew, Marlene Ramos

- I. **Blvenvidas/Normas: La junta se llamó al orden a las: 8:30am**
  
- II. **Repasar y aprobar las MINUTAS anteriores:** Se aprobarán las actas de la reunión anterior. Shirley Chiu hizo una moción para aprobar y Rosa Moreno secundo.
  
- III. **Temas Obligatorios de ELAC:** La directora Culpepper les dio la bienvenida a todos y se presentó a sí misma y a nuestra subdirectora Vy Andrew. Luego, la Sra. Culpepper explicó el SPSA, SLT, las metas a lograr para los estudiantes EL. Fastbridge también fue discutido y las pruebas de ELPAC. Los estudiantes de inglés son evaluados por ELPAC y pruebas estatales. Hubo una pregunta con respecto a los plazos de las pruebas de ELPAC, solo los estudiantes nuevos que son nuevos en la escuela o los estados tomarán el ELPAC en Octubre, otros lo tomarán en febrero.
  
- IV. **ELAC Discusión y Recomendación:** La Sra. Culpepper y la Sra. Andrew anunciaron que tenemos vacantes para Oficiales de ELAC. Actualmente tenemos disponible al presidente, vicepresidente, secretario y representante de DELAC de ELAC a nuestros miembros si les gustaría ser voluntarios para unirse a nuestro comité ELAC. Shirley Chiu se ofreció como voluntaria para ser la secretaria de ELAC. Rosario Guzmán hizo la moción para aprobar a Shirley como secretaria y Rosa Moreno la secundo. Maria Barranco se ofreció como voluntaria para ser la representante de DELAC, Rosa Moreno hizo la moción para aprobar y Lorena Villafana secundo la moción. Por último, Lumilda Prokofyeva se ofreció como voluntaria para ser presidenta de ELAC. Shirley Chiu hizo una moción y Rosario Guzman secundo la moción. Todos los miembros de ELAC aprobaron a todos los nuevos miembros.
  
- V. **Informe de DELAC (breve reporte de DELAC):** La próxima reunión regular de DELAC se llevará a cabo el 2 de noviembre a las 9 am.
  
- VI. **Otras Presentaciones (resumen):**
  
- VII. **Comentarios Públicos:** N/A
  
- VIII. **Anuncios:** N/A
  
- IX. **Clausura:** La clausura de la junta fue a las: 9:30am

**Meeting Norms:** Assume Positive Intentions - Honor Meeting Times - Come prepared and Ready to Participate - Respect All Points of View - Use “we” and “our” - Engage Collaboratively - Be Truly Present

**Lincoln Middle School  
School Site Council  
October 21, 2020 at 3:26p.m.  
- Zoom Meeting -**

School Site Council members present: Jennifer Burns, Kathy Kane Cody, Stephan Corbel, Vanessa Counte, Jennifer Cowan, Principal Florence Culpepper, Beth Hoffman, Sarah Hughes, Stacey Lee, Eric Marcos, Hanny Patel, Ron Vieira, Wynn Sherman, Monica Williams, Wendy Woodhall, Nicole Wolfe.

Additional Participants: Teague Weybright (PTSA president).

**Review Minutes (9/23/20)**

- Jennifer Cowan motioned to adopt minutes as presented; Kathy Kane Cody seconded; motion passed unanimously: Minutes were approved.

**PTSA**

- PTSA is still in the midst of fundraising. Many of the events typically held can't happen while we are closed, but they are looking into some alternatives. Student reps are now coming to the PTSA meetings to provide updates from their perspective.

**ELAC Report**

- Meeting was held last week and the ELAC elected officers and reviewed the SPSA draft. ELAC took a close look at goal #2 since that goal focuses on EL learners and they did not have recommendations for any revisions or additional strategies to be added.

**Principal's Report**

- Since the last meeting I learned that in addition to the interior of the auditorium being painted, the chairs will be replaced. Yay! If you've ever had the pleasure of sitting in the wrong chair in the auditorium you know this is way past due. The interior painting will hopefully start in November. The chair replacement is projected to begin in the spring or summer.
- Dr. Drati is in the midst of his town hall presentations about what needs to happen for schools to reopen and what models we may reopen under. The nature of secondary schools makes it more complicated since students change classes. It is unrealistic to think that students can be kept 6 feet apart every moment that they will be on campus. But we are putting together a plan for what it will look like at LMS. We have started looking at which gates we will use for screening students and staff upon arrival. There will be fewer gates open to ensure folks are properly screened. We have started looking at traffic patterns for hallways and stairwells. We had a site walk with our site COVID Compliance team and some district staff from M & O to strategize how classrooms will be set up and other areas. The draft of the plan will come back to SSC since it is composed of parents and staff so that they can give input and make recommendations.
- There will be a community meeting on future construction at LMS on Thursday, October 22<sup>nd</sup> at 7pm to show the updated options for the community to consider based on their feedback from the community meeting held in May.

## Activities

### Election of SSC Officers

- Florence discussed duties/responsibilities of officers: The following officers were selected.
- Nicole Wolfe-Chairperson
- Wendy Woodhall-Vice Chairperson
- Monica Williams-Secretary

### - School Plan for Achievement Update

- Florence presented the Single Plan for Student Achievement
- Discussed Goal #1, #2 and #3
- Discussed the CAASPP report for 2019 in ELA, Math, and EL.
- Discussed examples on how to improve safety and student engagement.
- Florence shared that ASB and PTSA hold a lot of events when we are on campus, a lot of teacher sponsored clubs as well as counseling groups on campus. Some of these activities are held virtually while some cannot occur during the closure.
- Camp Lincoln and other transitioning activities for incoming 6<sup>th</sup> graders.
- Naviance is all about college and getting kids thinking about career goals. Counselors engage in modules with the students through the science classes.
- Besides security officers, Raptor Visitor Screening is used to increase school security.
- Question was raised whether the School Climate Survey was just for the school. Florence shared that the survey was districtwide.
- Question was raised regarding analyzing data involving student benchmarks. Florence shared that the interim benchmarks and other assessments such as FastBridge can be used as a monitoring tool since we don't have summative data for 2019-20 due to the closure.
- If for some reason CAASPP is not given again this school year, internal benchmarks will be used to measure student achievement.
- Question was raised on whether or not attendance is taken during PTSA meetings. Teague shared that attendance is taken. Virtual meetings for PTSA increased attendance.
- Florence mentioned figuring out a way to measure attendance at events such as BTSN that doesn't cause a backup if that is an indicator we want to use when we are on campus for that event.
- Florence switched the Friday update letters to "Smore" so that she could monitor who is actually looking at the emails more easily and the format of the letter is nicer.

### Questions, Comments, Concerns

- Teachers were asked how they are handling distance learning.
- Ron Vieira shared that it is much better now than it was in the beginning
- Vanessa Counte shared that some tech hurdles have subsided.
- Teachers were commended for doing a great job under the circumstances

### Public Comments

- Question was raised on sharing students' emails.
- Beth Hoffman mentioned that students can email each other by clicking on "People".
- It was recommended that students use google hangouts to communicate with their classmates.

### Adjourn

Meeting end time at 4:40pm.

Next meeting will be on 11/18/2020.