School Year: **2019-20**

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 23, 2019	

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.

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) consist 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 2020, 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)

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 is a District Tech TOSA, 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)

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 consist 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 2019 ELAC meeting. Our School Site Council (SSC) reviewed our summative CAASSP data during the September 2019 meeting and provides feedback during the October 2019 meeting. Throughout the academic year, the SSC will monitor implementation and outcomes of our SPSA through data analysis and a learning walk.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.19%	0.18%	1	2	2
African American	5.2%	5.48%	5.72%	56	59	63
Asian	8.0%	7.52%	8.71%	86	81	96
Filipino	1.3%	1.21%	1%	14	13	11
Hispanic/Latino	18.2%	18.76%	19.78%	194	202	218
Pacific Islander	0.2%	0.09%	0.09%	2	1	1
White	60.4%	59.98%	57.53%	646	646	634
Multiple/No Response	0.1%	0.09%	0.18%	1	1	2
			Total Enrollment	1,069	1077	1,102

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	352	376	398
Grade 7	366	339	357
Grade 8	351	362	347
Total Enrollment	1,069	1,077	1,102

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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	67	77	75	6.3%	7.1%	6.8%
Fluent English Proficient (FEP)	183	172	190	17.1%	16.0%	17.2%
Reclassified Fluent English Proficient (RFEP)	19	10	0	30.6%	14.9%	0.0%

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.	2596.	48.39	53.74	44.59	36.95	24.38	36.68	10.85	14.68	11.87	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	45.23	38.07	33.88	33.75	12.07	13.78	13.89	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	39.84	35.48	31.94	51.98	4.11	9.72	8.18
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	49.95	35.87	34.97	41.85	7.21	8.65	8.20

Listening Demonstrating effective communication skills									
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	35.48	36.67	34.30	61.00	56.67	60.69	3.52	6.67	5.01
Grade 7	34.09	27.03	29.25	59.38	63.96	60.90	6.53	9.01	9.85
Grade 8	29.34	34.29	39.01	63.17	59.71	55.42	7.49	6.00	5.57
All Grades	33.01	32.79	34.14	61.15	60.02	59.11	5.84	7.19	6.75

Research/Inquiry Investigating, analyzing, and presenting information									
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	62.17	63.61	53.30	31.67	30.00	39.58	6.16	6.39	7.12
Grade 7	58.12	55.56	52.54	35.04	36.94	38.51	6.84	7.51	8.96
Grade 8	44.01	56.29	53.87	44.61	36.86	38.39	11.38	6.86	7.74
All Grades	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		1535.2		1534.8		33	
Grade 7	1575.0		1574.6		1575.0		21	
Grade 8	1590.8		1584.7		1596.5		16	
All Grades							70	

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	*		57.58		*		*		33	
7	52.38		*		*		*		21	
8	75.00		*						16	
All Grades	45.71		41.43		*		*		70	

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		33.33		*		*		33	
7	76.19		*				*		21	
8	100.00								16	
All Grades	74.29		21.43		*		*		70	

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	*		*		42.42		*		33	
All Grades	32.86		21.43		31.43		*		70	

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	*		75.76		*		33	
7	61.90		*				21	
8	75.00		*				16	
All Grades	44.29		52.86		*		70	

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		*		*		33	
7	80.95		*		*		21	
8	100.00						16	
All Grades	85.71		*		*		70	

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	*		*		63.64		33	
All Grades	30.00		21.43		48.57		70	

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	*		72.73		*		33	
7	*		52.38		*		21	
All Grades	34.29		62.86		*		70	

Conclusions based on this data:

1. ELPA data for 18-19 is not in, so no comparison can be made at this time.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,077	**16.2%**	**7.1%**	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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	7.1%
Homeless	1	0.1%
Socioeconomically Disadvantaged	175	16.2%
Students with Disabilities	109	10.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	59	5.5%
American Indian	2	0.2%
Asian	81	7.5%
Filipino	13	1.2%
Hispanic	202	18.8%
Two or More Races	72	6.7%
Pacific Islander	1	0.1%
White	646	60.0%

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

2018 Fall Dashboard Overall Performance for All Students

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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	4	3

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
70.4 points above standard	19.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.3 points	Maintained 2.1 points	1 students
1023 students	147 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	14.2 points above standard	15.7 points below standard
1 students	Increased 3.3 points	Maintained 2.2 points
	175 students	107 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	No Performance Color
12 points above standard	Less than 11 Students - Data Not Displayed for Privacy	91.1 points above standard	48.7 points above standard
Increased 3.4 points	2 students	Increased 5 points	Declined -41 points
56 students		76 students	11 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
18.2 points above standard	92.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	87 points above standard
Maintained 0.4 points	Maintained -1.2 points	1 students	Maintained 2.8 points
187 students	74 students		615 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
14.1 points below standard	72.1 points above standard	78.8 points above standard
Maintained 1.9 points	Increased 19 points	Maintained 2.6 points
89 students	58 students	782 students

Conclusions based on this data:

1. All of our subgroups are doing well in ELA except for our Students with Disabilities.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	3

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
40.6 points above standard	22.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased	Increased 5.7 points	1 students
33.4 points		
1021 students	147 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	28.4 points below standard	59.5 points below standard
1 students	Increased	Maintained -1.2 points
	17.7 points	
	173 students	107 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	No Performance Color
15.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	89.6 points above standard	40 points above standard
Increased	2 students	Increased	Declined -15.9 points
27 points 55 students		58.6 points 76 students	11 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Blue
37.1 points below standard	71.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	60 points above standard
Increased 10.7 points	Increased	1 students	Increased
187 students	48.1 points 74 students		38.4 points 614 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
55.7 points below standard	28 points above standard	49.5 points above standard
Declined -21.2 points	Increased	Increased
89 students	50.1 points 58 students	33.9 points 780 students

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.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
70	45.7%	41.4%	8.6%	4.3%

Conclusions based on this data:

1. 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 Engagement
Chronic Absenteeism

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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	4	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
6.8% chronically absent	6.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Increased 2.1%	2 students
1103 students	94 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	8.9% chronically absent	6.7% chronically absent
4 students	Declined 0.6%	Declined 5.9%
	203 students	119 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Orange	No Performance Color
6.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8.3% chronically absent	0% chronically absent
Declined 0.8%	2 students	Increased 3.7%	Maintained 0%
63 students		84 students	13 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Yellow
6.3% chronically absent	8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.8% chronically absent
Declined 1.3%	Increased 1.7%	1 students	Maintained 0.2%
208 students	75 students		657 students

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

Conditions & Climate
Suspension 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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	4	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
3.2% suspended at least once	2% suspended at least once	Less than 11 Students - Data Not
Maintained 0.1%	Declined -4.9%	2 students
1114 students	98 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	4.9% suspended at least once	3.4% suspended at least once
4 students	Declined -2.9%	Declined -5%
	204 students	119 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	No Performance Color
9.5% suspended at least once	Less than 11 Students - Data 2 students	1.2% suspended at least once	0% suspended at least once
Increased 1%		Increased 1.2%	Maintained 0%
63 students		85 students	13 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Orange
3.3% suspended at least once	3.8% suspended at least once	Less than 11 Students - Data 1 students	2.9% suspended at least once
Declined -2%	Maintained 0%		Increased 0.6%
209 students	78 students		663 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2% suspended at least once	3.1% suspended at least once	3.2% suspended at least once

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

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)
31,719	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time
19,283	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Substitutes and/or hourly rate for afterschool/summer planning time

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

Professional Development/School Leadership Team (SLT) - Planning Meetings, conference attendance, sub coverage

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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

Additional sections of 8th grade ELA to help bring the overall class size down when possible. Lowered class size in Math Core 8 to allow for more individualized instruction. Added reading/writing intervention course for incoming 6th graders.

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Utilized allocated FTE sections
9402	Site Formula Funds 1000-1999: Certificated Personnel Salaries

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

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)	Source(s)
1000	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Conference related expenses (registration fees, travel and/or housing)

Strategy/Activity 6

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

All Students

Strategy/Activity

General supplies and repairs by vendor and operating supplies

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

Amount(s)	Source(s)
4000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures

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

Newsela Pro (reading program), Gizmo Subscription for Science, BrainPop and BrainPop Jr. subscriptions for various 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)	Source(s)
14320	Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures

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

Math department Instructional Design sessions with Innovate Education. Math department plans and implements lessons integrating our schoolwide focus and then analyzes the student work to determine where further refinement is needed.

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

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

	Four days of Substitute Coverage

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

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

Proposed Expenditures for this Strategy/Activity

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	See data section	
Reclassification Rates	See data section	

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) Source(s)

0	District Funded 1000-1999: Certificated Personnel Salaries PD during banked time.
0	District Funded 1000-1999: Certificated Personnel Salaries Literacy 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)	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

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)	Source(s)
1000	Site Formula Funds 4000-4999: Books And Supplies Poster with sentence frames & 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)

EL Students

Strategy/Activity

Additional training and support for teachers with the EL cohort around scaffolding and assessment of newcomer EL students and those enrolled in the literacy support class.

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)

Strategy/Activity 5

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)	Source(s)
500	District Funded 1000-1999: Certificated Personnel Salaries Class coverage for teachers with no prep period.

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

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. A

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 7

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

EL Students

Strategy/Activity

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

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

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

Strategy/Activity 8

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

EL students

Strategy/Activity

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

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

Amount(s)	Source(s)

Strategy/Activity 9

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	

Strategy/Activity 10

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

EL Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	

Strategy/Activity 11

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

EL Students

Strategy/Activity

Bridging activities such as having EL students visit SAMOHI to learn about the program there and how they can connect to the larger school community 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)	Source(s)
0	

Strategy/Activity 12

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

EL Students

Strategy/Activity

Work with EL students (either in ELD and Lit Support classes or after school workshops) to make sure they understand the importance of the 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)	Source(s)

Strategy/Activity 13

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

English Learner and Reclassified Students

Strategy/Activity

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

Strategy/Activity 14

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

English Learner Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	

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		
Olweus Survey		
Healthy Kids Survey		

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. Advancement Via Individual Determination (AVID), 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)	Source(s)
12000	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)	Source(s)
4000	Site Formula Funds 1000-1999: Certificated Personnel Salaries
3800	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Camp Lincoln - Fulcrum Learning Solutions
500	Other 4000-4999: Books And Supplies ASB sponsored event

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	
0	

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)
3000	Site Formula Funds 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.

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)
4343	Site Formula Funds
2000	Site Formula Funds

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

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)
14000	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)

AVID Students (students from first generation college families, AA, Hispanic, EL, etc...See AVID criteria).

Strategy/Activity

AVID tutors to facilitate tutorial sessions with AVID students twice a week (expenditure after district funds)
AVID training and field trips (registration cost and sub coverage for AVID teachers and other support 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)
5125	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries
5000	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 10

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

All Students

Strategy/Activity

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)	Source(s)
3000	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

Strategy/Activity

ASCD Institutional Membership Association of School Curriculum and Development membership for all department chairs and administrators

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

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

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 sure the opening of school is as seamless as possible.

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
3500	Site Formula Funds 2000-2999: Classified Personnel Salaries

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

Learning Walks with School Site Council Members at least once a year (sub coverage for teacher SSC members)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 14

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), 6th Grade Students

Strategy/Activity

Chance to Dance outreach with our special education students (intensive, social skills and life skills programs), Camp Lincoln 6th grade transition team building with Fulcrum, 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)	Source(s)
10275	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

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

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.

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)

Strategy/Activity 16

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 17

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)	Source(s)
5000	Stretch Grant (Ed Foundation)

Strategy/Activity 18

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

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)
1965.12	American Book Drive 4000-4999: Books And Supplies Books, Magazines and other library supplies
3309	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies

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	$172,741.12

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
Other	$500.00
Parent-Teacher Association (PTA)	$14,320.00
Site Formula Funds	$97,964.00
Stretch Grant (Ed Foundation)	$56,992.00

Subtotal of state or local funds included for this school: $172,741.12

Total of federal, state, and/or local funds for this school: $172,741.12

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
Robin Click	Parent or Community Member
Florence Culpepper Richardson	Principal
Marlene Ramos	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
Justine Gilman	Parent or Community Member
Wendy Woodhall	Parent or Community Member
Eric Marcos	Classroom Teacher
Wynn Sherman	Classroom Teacher
Erin Schwarz	Classroom Teacher
Kate Pomatti	Classroom Teacher
Jennifer Cowan	Parent or Community Member
Aleksandra Jovanovic	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
	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 23, 2019.

Attested:

	Principal, Florence Culpepper Richardson on October 23, 2019
	SSC Chairperson, Stephan Corbel on October 23, 2019