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.

Student Enrollment Enrollment By Student Group

| | Stu | ident Enrollme | ent by Subgrou | р | | | | | |
|----------------------|------------|-----------------|----------------|--------------------|-------|-------|--|--|--|
| | Per | cent of Enrollr | nent | Number of Students | | | | | |
| Student Group | 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 | | | |
| | | Tot | tal Enrollment | 1,069 | 1077 | 1,102 | | | |

Student Enrollment Enrollment By Grade Level

| | Student Enrollment by Grade Level | | | | | | | | | | | | |
|------------------|-----------------------------------|--------------------|-------|--|--|--|--|--|--|--|--|--|--|
| Overde | | Number of Students | | | | | | | | | | | |
| Grade | 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.

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | | | | | | | |
|---|-------|-------------|-------|---------------------|-------|-------|--|--|--|--|--|--|
| 24 1 42 | Num | ber of Stud | lents | Percent of Students | | | | | | | | |
| Student Group | 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.

CAASPP Results English Language Arts/Literacy (All Students)

| | Overall Participation for All Students | | | | | | | | | | | | | | |
|------------|--|----------|---------|---------|-----------|--------|---------|----------|-------|---------|------------------------|-------|--|--|--|
| Grade | # of Stu | udents E | nrolled | # of St | tudents 1 | Γested | # of \$ | Students | with | % of Er | % of Enrolled Students | | | | |
| Level | 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 | Mean | Scale | Score | % | Standa | ırd | % Standard Met % Standard Nearly % Stand | | | | | | andard | ndard Not | |
| Level | 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 |

| Demon | Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|--|
| % Above Standard % At or Near Standard % Below Standard | | | | | | | | | | | | | | | |
| Grade Level | 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 | | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|
| % Above Standard % At or Near Standard % Below Standard | | | | | | | | | | | | | | |
| Grade Level | 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 | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|
| % Above Standard % At or Near Standard % Below Standard | | | | | | | | | | | | | | |
| Grade Level | 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 | | | | | |

| In | Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|
| % Above Standard % At or Near Standard % Below Standard | | | | | | | | | | | | | | |
| Grade Level | 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.

CAASPP Results Mathematics (All Students)

| | Overall Participation for All Students | | | | | | | | | | | | | | |
|------------|--|----------|---------|---------|---------|--------|---------|----------|-------|---------|-----------|---------|--|--|--|
| Grade | # of St | udents E | nrolled | # of St | tudents | Γested | # of \$ | Students | with | % of Er | rolled St | tudents | | | |
| Level | 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 | Mean | Scale | Score | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| Level | 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 | | | | | | | | | |
|---|-------|----------|-------|--------|-----------|--------|-------|----------|-------|
| O | % At | ove Stan | dard | % At o | r Near St | andard | % Ве | low Stan | dard |
| Grade Level | 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 |

| Using appropriate | Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|-------------------|---|----------|-------|--------|-----------|--------|-------|----------|-------|--|
| One de l'avel | % At | ove Stan | dard | % At o | r Near St | andard | % Ве | low Stan | dard | |
| Grade Level | 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 | |

| Demo | Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|----------------|---|----------|-------|--------|-----------|--------|-------|----------|-------|--|
| Out do I accel | % A k | ove Stan | dard | % At o | r Near St | andard | % Ве | low Stan | dard | |
| Grade Level | 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.

ELPAC Results

| | ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | |
|------------|---|-------|--------|-------|--------|-------|-------|-------|--|--|
| Grade | Students les | | | | | | | | | |
| Level | 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 | Lev | el 4 | Lev | el 3 | Lev | rel 2 | Lev | el 1 | Total N of Stu | |
| Level | 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 | Lev | el 4 | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| Level | 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 | Lev | el 4 | Lev | el 3 | Lev | el 2 | Lev | el 1 | Total Number of Students | |
| Level | 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 | Well Developed Somewhat/Moderately Beginning | | | | | | Total Number of Students | | | |
| Level | 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 | Well Developed Somewhat/Moderately Beginning | | | | | nning | Total Number of Students | | | |
| Level | 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 | Well De | Well Developed Somewhat/Moderately Beginning Total Number of Students | | | | | | |
| Level | 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 | Well Developed Somewhat/Moderately Beginning Total Number of Student | | | | | | | | | |
| Level | 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.

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 | This is the percent of students | This is the percent of students | _ | | | | | | |

This is the total number of students 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.

Overall Performance

Academic Performance English Language Arts Blue Mathematics Blue English Learner Progress No Performance Color

Conclusions based on this data:

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

Academic Performance English Language Arts

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

Lowest Performance











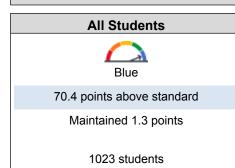
Highest Performance

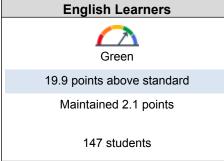
This section provides number of student groups in each color.

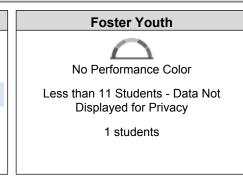
| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 4 | 3 |

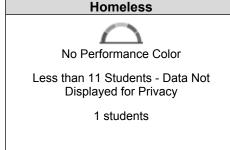
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment,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

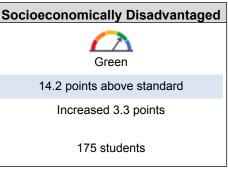
2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

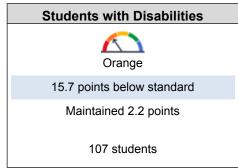












2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American



Green

12 points above standard

Increased 3.4 points

56 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Asian



Blue

91.1 points above standard

Increased 5 points

76 students

Filipino

No Performance Color

48.7 points above standard

Declined -41 points

11 students

Hispanic



Greer

18.2 points above standard

Maintained 0.4 points

187 students

Two or More Races



Rlua

92.6 points above standard

Maintained -1.2 points

74 students

Pacific Islander



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

White



Blue

87 points above standard

Maintained 2.8 points

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

14.1 points below standard

Maintained 1.9 points

89 students

Reclassified English Learners

72.1 points above standard Increased 19 points

58 students

English Only

78.8 points above standard

Maintained 2.6 points

782 students

Conclusions based on this data:

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

Academic Performance Mathematics

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

Lowest Performance











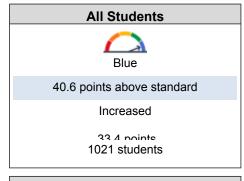
Highest Performance

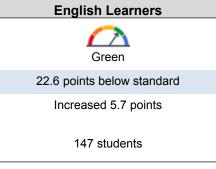
This section provides number of student groups in each color.

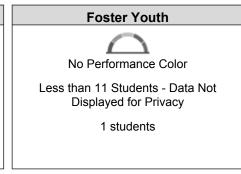
| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 2 | 2 | 3 |

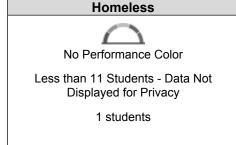
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is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

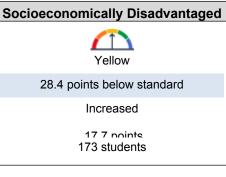
2018 Fall Dashboard Mathematics Performance for All Students/Student Group

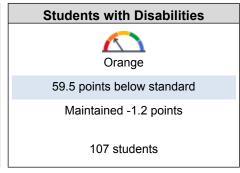












2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American



Green

15.3 points below standard

Increased

27 noints 55 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Asian



Blue

89.6 points above standard

Increased

58 6 points 76 students

Filipino

No Performance Color

40 points above standard

Declined -15.9 points

11 students

Hispanic



37.1 points below standard

Increased 10.7 points

187 students

Two or More Races



Rlug

71.6 points above standard

Increased

48 1 points 74 students

Pacific Islander



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

White



Blue

60 points above standard

Increased

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

55.7 points below standard

Declined -21.2 points

89 students

Reclassified English Learners

28 points above standard

Increased

50 1 noints 58 students

English Only

49.5 points above standard

Increased

33.9 noints 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.

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 Resu |
|--|
|--|

| 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.

Academic Engagement Chronic Absenteeism

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

Lowest Performance



Orange



Green

Blue

Highest Performance

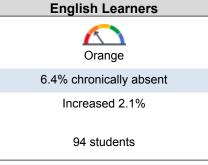
This section provides number of student groups in each color.

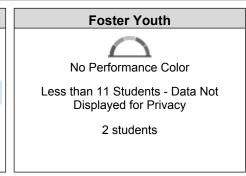
| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 1 | 4 | 0 |

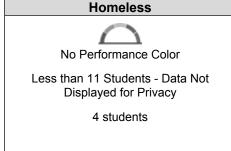
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

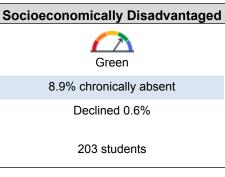
2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

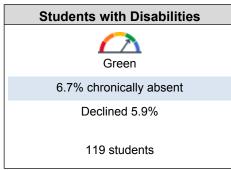
| All Students |
|-------------------------|
| Yellow |
| 6.8% chronically absent |
| Maintained 0% |
| 1103 students |
| |











2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Green 6.3% chronically absent Declined 0.8%

63 students

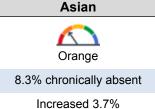
American Indian

No Performance Color

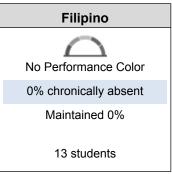
Less than 11 Students - Data

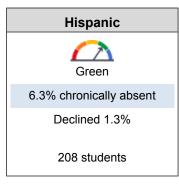
Not Displayed for Privacy

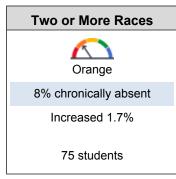
2 students

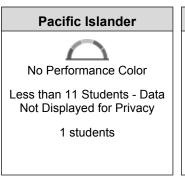


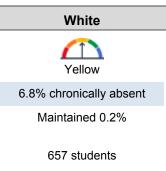
84 students











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.

Conditions & Climate Suspension Rate

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

Lowest Performance



Orange



Green

Blue

Highest Performance

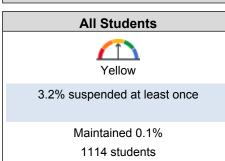
This section provides number of student groups in each color.

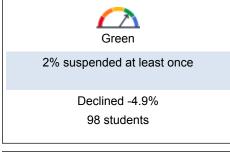
| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 2 | 4 | 0 |

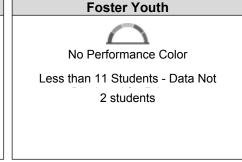
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

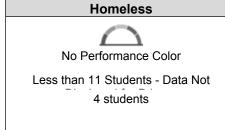
2018 Fall Dashboard Suspension Rate for All Students/Student Group

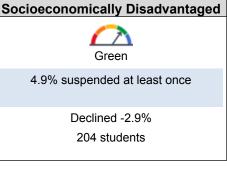
English Learners

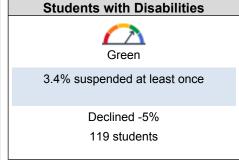






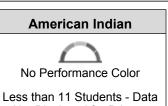




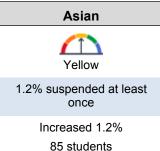


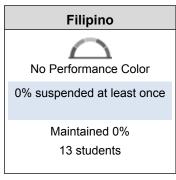
2018 Fall Dashboard Suspension Rate by Race/Ethnicity

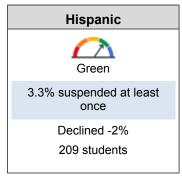
Orange 9.5% suspended at least once Increased 1% 63 students

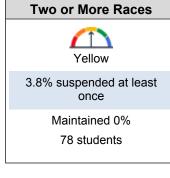


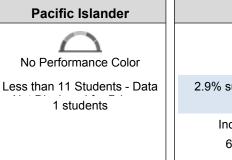
2 students











| White |
|--------------------------------|
| Orange |
| 2.9% suspended at least once |
| Increased 0.6% 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 prosource(s) using one or more of the following: LCFF applicable), Other State, and/or Local. | oposed expenditures. Specify the funding |
|--|---|
| 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 | |
| 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 | |
| EL Students | |
| Strategy/Activity | |
| Bridging activities such as having EL students visi | t SAMOHI to learn about the program there and |

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 0 | |
| | |
| | |

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

A 22 2 1 12 t/2 \

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.

Course(a)

| 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

| Amount(s) | Source(s) |
|-----------|-----------|
| 0 | |
| | |
| ٥ | |
| 0 | |
| | |
| | |

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 |

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

| Amount(s) | Source(s) |
|-----------|-------------------------------|
| 5000 | Stretch Grant (Ed Foundation) |
| | |

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

| 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

+60

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