

School Year: **2021-22**



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 20, 2021 | December 16, 2021 |

Purpose and Description

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

We do not receive Title I Funding

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Olweus, Staff School Climate Survey, California Healthy Kids Survey and Student Engagement Survey - Please see survey results in the attachments. (Please note that much data for the 2019-21 school years is unavailable due to the Covid-19 school closures)

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 occur, but not according to a set schedule. Visual and Performing Arts classes and most 6th grade academic classes are visited informally during our school tours when we are able to hold those in person. Our School Site Council has at least one learning walk to observe classrooms each year (except when prohibited due to school closures/Covid-19 limitations).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

See the LMS SLT Plan in the attachments.

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

Our School Leadership Team (SLT) consists of teacher representatives from all departments (Math, Science, Humanities, VAPA, PE, SPED, and counseling). Our aim is to always 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 and other local data points while simultaneously stretching students who are meeting benchmarks. We determined that a focus on Academic Discourse (both spoken and written) 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 2022, 100% of students will produce a product (written and/or spoken) that demonstrates their understanding of a critical concept in each content area using academic language and evidence with at least a one point improvement on a 4 point rubric scale.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet highly qualified requirements.

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

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

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

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

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

We have a full-time instructional coach that supports teachers in all content areas. There are two District Tech TOSAs that support teachers with the integration of technology into their instructional programs. Three full-time administrators provide instructional coaching across all 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 adopted new science materials in 2021.

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 before or after school during their office hours or during the homebase period.

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 are provided as part of Tier 1 instruction. All teachers have office hours to assist students needing additional support. Our library is open before school and after school until 4:30pm (except Friday) and during lunch and nutrition so that students have access to a space and resources to support their learning. Many teachers provide additional support to students during the homebase period as well.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

We do not receive categorical funding.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from staff to the SPSA is provided through our School Leadership Team (SLT) which consists of elected representatives from our faculty and our literacy coach. The SLT designs, implements, and refines our school implementation plan in consultation with the principal. Our English Learners Advisory Council (ELAC) reviewed the SPSA during the spring of 2021 and October 2021 ELAC meetings. During the Spring meetings, our ELAC revised our SPSA goal #2 so that our goals for reclassification are based on where the students are when they enter LMS. We aim to reclassify students prior to them leaving LMS dependent on the number of reclassification benchmarks they have met and their grade level when they enter our school. Our SSC approved that change. Our ELAC president attends our School Site Council (SSC) meetings to help ensure the input of our ELAC is considered by the SSC. Our SSC reviewed our Interim Benchmark Assessments and District Writing Assessment results in the fall of 2020 and Spring of 2021. Throughout the academic year, the SSC will monitor the implementation and outcomes of our SPSA through data analysis and a learning walk. Please note: due to the COVID-19 closure spring learning walks were not possible in 2020 & 2021. Review and updating of this plan occurred throughout the Spring and Fall of 2021 prior to the SPSA being sent to the BOE for adoption for the 2021-22 school year.

Resource Inequities

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

None currently identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 0.18% | 0.09% | % | 2 | 1 | |
| African American | 5.72% | 4.84% | 4.7% | 63 | 54 | 50 |
| Asian | 8.71% | 8.51% | 10.1% | 96 | 95 | 106 |
| Filipino | 1% | 0.81% | 0.8% | 11 | 9 | 8 |
| Hispanic/Latino | 19.78% | 21.59% | 20.3% | 218 | 241 | 214 |
| Pacific Islander | 0.09% | 0.09% | 0.2% | 1 | 1 | 2 |
| White | 57.53% | 50.72% | 50.4% | 634 | 566 | 531 |
| Multiple/No Response | 6.81% | 12.01% | 12.0% | 75 | 134 | 126 |
| | Total Enrollment | | | 1,102 | 1,116 | 1,054 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Grade 6 | 398 | 363 | 311 |
| Grade 7 | 357 | 399 | 356 |
| Grade 8 | 347 | 354 | 387 |
| Total Enrollment | 1,102 | 1,116 | 1,054 |

Conclusions based on this data:

1. Our enrollment has historically been strong and was growing year over year until COVID -19 hit. Currently our enrollment (911) is at the lowest level it has been in the last 7 years.
2. If our enrollment continues to declines our staffing may also be reduced. At the end of 2020-21, two teachers who left did not need to be replaced due to declining enrollment.
3. White (51%) and Hispanic/Latino (22%) subgroups make up the majority of the population, with Multiple/No Response (12%) and Asian (9%) being the next largest groups. The African- American subgroup is 5% of the population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 75 | 77 | 53 | 6.8% | 6.9% | 5.0% |
| Fluent English Proficient (FEP) | 190 | 189 | 177 | 17.2% | 16.9% | 16.8% |
| Reclassified Fluent English Proficient (RFEP) | 0 | 9 | 20 | 0.0% | 12.0% | 26.0% |

Conclusions based on this data:

1. The number of student identified as English Learners is declining.
2. According to this data, our reclassification percentage increased significantly in 20-21.
3. A goal is to reclassify most, if not all, EL students prior to them entering high school. We aim to decrease the number of LTELs who don't reclassify prior to high school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

| 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. When SSC reviewed data from fall 2019 and winter 2020 to fall 2020 and winter 2021, students were still showing growth in ELA.
2. Listening: Demonstrating effective communication skills will continue to be an area of focus and growth.

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. According to this data, math continues to need to be an area of focus. Communicating reasoning is the area with the least amount of students scoring above standard.
2. More students scored in the below standard band in Concepts and Procedures: Applying mathematical concepts and procedures.
3. Compared to the state as a whole, our students do well in math but there is still room for growth. When SSC reviewed data from fall 2019 and winter 2020 Interim Benchmark Assessment (IABs) to fall 2020 and winter 2021 IABs, student performance in math seemed to be consistent and did not indicate learning loss.

School and Student Performance Data

ELPAC Results

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 45.45 | 57.58 | 40.91 | * | 9.09 | * | 4.55 | 33 | 22 |
| 7 | 52.38 | 33.33 | * | 54.17 | * | 12.50 | * | 0.00 | 21 | 24 |
| 8 | 75.00 | 57.14 | * | 42.86 | | 0.00 | | 0.00 | 16 | 14 |
| All Grades | 45.71 | 43.33 | 41.43 | 46.67 | * | 8.33 | * | 1.67 | 70 | 60 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 60.61 | 90.91 | 33.33 | 0.00 | * | 4.55 | * | 4.55 | 33 | 22 |
| 7 | 76.19 | 83.33 | * | 8.33 | | 8.33 | * | 0.00 | 21 | 24 |
| 8 | 100.00 | 92.86 | | 7.14 | | 0.00 | | 0.00 | 16 | 14 |
| All Grades | 74.29 | 88.33 | 21.43 | 5.00 | * | 5.00 | * | 1.67 | 70 | 60 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 18.18 | * | 31.82 | 42.42 | 36.36 | * | 13.64 | 33 | 22 |
| 7 | * | 16.67 | * | 37.50 | * | 41.67 | * | 4.17 | 21 | 24 |
| 8 | * | 14.29 | * | 78.57 | * | 7.14 | | 0.00 | 16 | 14 |
| All Grades | 32.86 | 16.67 | 21.43 | 45.00 | 31.43 | 31.67 | * | 6.67 | 70 | 60 |

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

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

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

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

Conclusions based on this data:

1. Our English Learner students are making progress. This data needs to be updated to reflect the most recent ELPAC testing results.
2. According to this data, 8th grade had the highest level of students at level 4 overall.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

| 2019-20 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,116 | 21.6 | 6.9 | 0.1 |
| 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. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 77 | 6.9 |
| Foster Youth | 1 | 0.1 |
| Homeless | 1 | 0.1 |
| Socioeconomically Disadvantaged | 241 | 21.6 |
| Students with Disabilities | 125 | 11.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 54 | 4.8 |
| American Indian | 1 | 0.1 |
| Asian | 95 | 8.5 |
| Filipino | 9 | 0.8 |
| Hispanic | 241 | 21.6 |
| Two or More Races | 134 | 12.0 |
| Pacific Islander | 1 | 0.1 |
| White | 566 | 50.7 |

Conclusions based on this data:

1. White and Hispanic subgroups are the largest subgroups of students.
2. There is statistically relevant number of Socioeconomically disadvantaged, Students with disabilities, and English Learners.

-
-
3. 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 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 | | |

Conclusions based on this data:

1. ELA and Math are both at the highest score of blue.
2. We need to continue to address chronic absenteeism.
3. 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

- Many of our subgroups are doing well in ELA. There is still a significant achievement gap. While its good that some groups aren't declining, the progress is still not adequate.
- African American, Students with Disabilities, Two or More Races, and Filipino subgroups had an increase in performance. While all students, white, English Only, and Socio economically advantaged all maintained.
- We will continue to provide support to our English Learners.

School and Student Performance Data

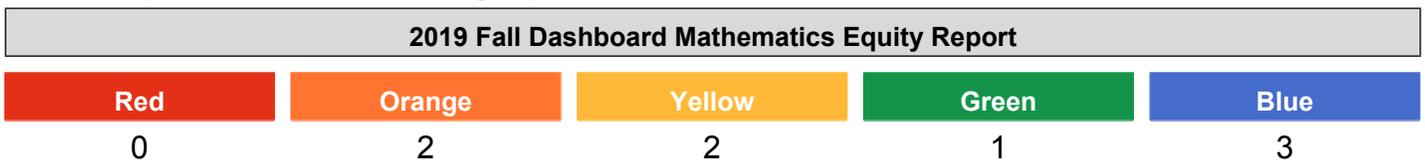
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

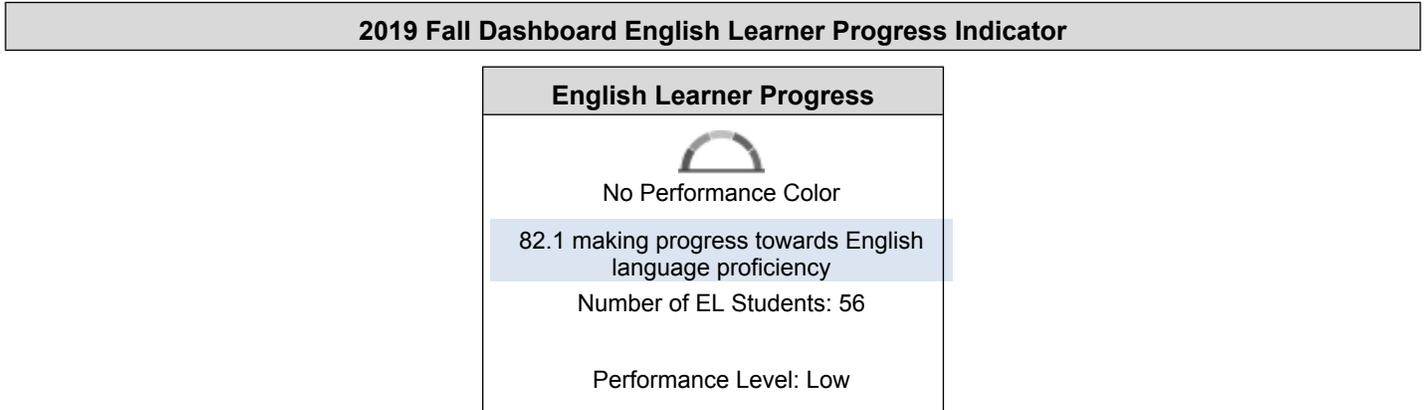
- Based on this 2 year old CAASSP data, similar to ELA, in math our students with disabilities are not achieving at the same rates as their peers. Our EL students showed a decline in math. There is still work to be done to address the gaps that exist when subgroups are compared.
- This data shows an increase in performance for the following subgroups: Two or More Races, Filipino, Socioeconomically Disadvantaged, and English Learners.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|-------------------------|------------------------------------|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 3.5 | 14.2 | 16.0 | 66.0 |

Conclusions based on this data:

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

School and Student Performance Data

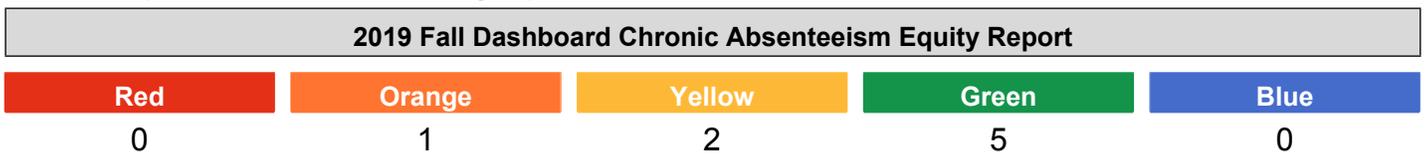
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. The subgroups that make up the majority of our students (White and Hispanic) are both in the yellow performance band. Five of our subgroups are in the green performance band.
2. The Students With Disabilities subgroup is the only group whose attendance increased in 2019.
3. Absenteeism continues to be an area where improvement is needed.

School and Student Performance Data

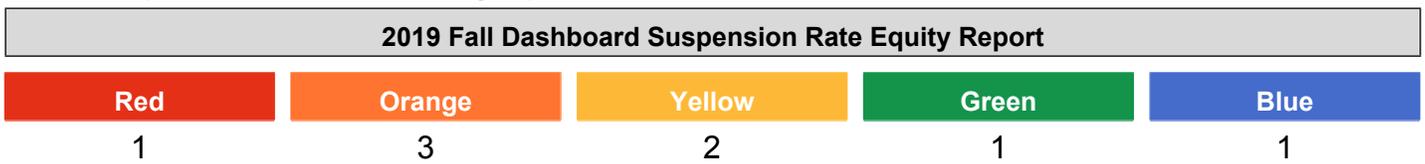
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 3.2 | 3 |

Conclusions based on this data:

1. We do not have a high suspension rate overall. However, there were slight increases for African America, Asian and Students with Disabilities.
2. Data shows that suspensions were appropriate and based on edu code. Suspension typically is not used unless other means of correction have been attempted or if there is a major 1st time offense.

School and Student Performance Data

Local Assessment Data

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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 & Math standard on the CAASPP (or other local measures) by at least 15%.

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

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|--|--|
| CAASPP | <p>2019 CAASPP Data:</p> <p>Schoolwide: Math = 66.64% MET OR EXCEEDED: ELA = 79.17% MET OR EXCEEDED</p> <p>African American: Math = 40.67% MET OR EXCEEDED: ELA = 54.24% MET OR EXCEEDED</p> <p>Hispanic/Latino: Math = 38.50% MET OR EXCEEDED: ELA = 55.72% MET OR EXCEEDED</p> | <p>SMART GOALS:</p> <p>By June 2022, increase the percentage of students in target subgroups (African American, Hispanic, & English Learner) who meet or exceed the ELA & Math standard on the CAASPP (or other local measures) by at least 15%.</p> <p>By June 2022, decrease the percentage of students who are in the "standard not met" band by at least 8%.</p> |
| Common Writing Assessment | <p>Baseline Data:</p> <p>6th Grade 2020 - 78.2% of students met or were above the standard.</p> | <p>SMART GOAL:</p> <p>By Spring 2022, at least 75% of students at each grade level</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| | <p>2021 - 73.9% of students met or were above the standard.</p> <p>7th Grade: 2020 - 78.2% of students met or were above the standard. 2021 - 61.7% of students met or were above the standard. (Of the 68 students who scored a 1/2, 50 of those students would have scored in the met standard range if they included a 2nd source).</p> <p>8th Grade 2020 - N/A 2021 - 59.5% of students met or were above the standard.</p> | will score in the met standard or above standard range. |

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)

58237

Source(s)

Site Formula Funds
 1000-1999: Certificated Personnel Salaries
 Substitutes and/or hourly rate for
 afterschool/summer planning time

17214

Site Formula Funds
3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Coaching support and PD for teachers on how to implement the Social Justice Standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

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

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

Provide teachers time as early as possible to review data from formative and summative data with the support of the instructional coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 4

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) |
|-----------|---|
| 2000 | Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Conference related expenses (registration fees, travel and/or housing) |

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

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 8190 | Site Formula Funds 4000-4999: Books And Supplies |
| 500 | Site Formula Funds 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6215

Source(s)

Other
4000-4999: Books And Supplies
Lottery funds

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

There are currently no major differences between the intended implementation and the budget expenditures.

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

Since we have two years of no CAASPP data, we will be using more internal and local measures to monitor our plan.

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

Annually, Reclassify 100% of students who enter LMS already meeting two of the three reclassification criteria in one year.

Annually, Reclassify 100% of students who enter LMS already meeting one of the three reclassification criteria in two years.

Annually, Reclassify 100% of the non-SPED Long Term English Learners (LTEL) students who enter LMS meeting no reclassification criteria within three years.

Identified Need

Our EL students do not meet or exceed the standards on the CAASPP and other assessments at the same level as their peers. Continued training and support for teachers on how to support English Learners through research-based instructional strategies and content scaffolding.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|--|---|
| CAASPP Data | (2019) Math = 23.34% MET OR EXCEEDED: ELA = 24.14% MET OR EXCEEDED | SMART GOAL: By June 2022, increase the percentage of students in the English Learner subgroup who meet or exceed the Math and ELA standards on the CAASPP by at least 15%. |
| Reclassification Rates | Reclassification Rates 2019-2020 = 12% reclassified 2020-2021 = 26% reclassified | SMART GOALS: By June 2022, decrease the percentage of English Learner students who matriculate to high school classified as LTELs (Long Term English Learner) by at least 20%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|--|---|
| | | <p>By June 2022, Reclassify 100% of students who entered LMS already meeting two of the three reclassification criteria in the fall of 2021.</p> <p>By June 2022, Reclassify 100% of students who entered LMS already meeting one of the three reclassification criteria in Fall of 2020.</p> <p>By June 2022, Reclassify 100% of the non-SPED Long Term English Learners (LTEL) students who entered LMS meeting no reclassification criteria in the fall of 2019.</p> |
| Common Writing Assessment | <p>Baseline Winter 2021</p> <p>6th Grade 38.5% of English Learner students met or were above the standard. 72.3% of Reclassified Fluent English Proficient (RFEP) students met or were above the standard.</p> <p>7th Grade: 25% of English Learner students met or were above the standard. 51.2% of Reclassified Fluent English Proficient (RFEP) students met or were above the standard.</p> <p>8th Grade 31.6% of English Learner students met or were above the standard. 62.6% of Reclassified Fluent English Proficient (RFEP)</p> | <p>SMART GOALS:</p> <p>By Spring 2022, at least 45% of English Learner students at each grade level will score in the met standard or above standard range.</p> <p>By Spring 2022, at least 75% of reclassified students at each grade level will score in the met standard or above standard range.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|------------------|
| | students met or were above the standard. | |

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 Instructional Coach |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL and Reclassified Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | 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)

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Modeling of strategies 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)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL & Reclassified 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. (Could not occur in Spring 2020 & Spring 2021 due to COVID -19 restrictions).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Bridging activities such as having EL students visit SAMOHI to learn about the program there and how they can connect to the larger school community. Can also have guest speakers come to student classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Work with EL students (either in ELD and Lit Support classes or after school workshops) to make sure they understand the importance of the ELPAC and their STAR Reading scores to reclassification. CAASPP scores will be included once those test are being administered again.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learner and Reclassified Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

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

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

Currently there are no major differences between the intended implementation and budgeted expenditures needed to implement the strategies. Since many of the strategies that are used to support our EL students are schoolwide approaches, many of the expenditures are listed under goal #1.

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

Currently, there are no changes. We continually work with our ELAC members to determine what additional supports may be necessary to support our English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

By June 2022, enhance 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

Ongoing training for new and current staff members to ensure they know how to create an environment where all families, especially our Black, Indigenous and People of Color (BIPOC) communities, feel they are welcomed, supported, respected and valued.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| School Climate Survey | Currently (2018) 77% of respondents found front office staff friendly, 84% of respondents found front office staff helpful. See full results for complete baseline. | By June 2022, favorably increase School Climate Survey results by at least 10%. By June 2022, increase the number of School Climate Survey respondents to at least 25% of the school population. |
| Parent Engagement via PTSA, ELAC and other non student showcase events. | PTSA meeting attendance varies, but typically 15-25 parents are in attendance for a regular meeting. ELAC meeting attendance ranges typically from 5 - 10 parents. | By June 2022, increase attendance at PTSA and ELAC meetings by at least 50%. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students/Families

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff Training on Diversity, Equity, and Inclusion as well as Adolescent Social Emotional Development. General supplies, classroom & office materials related to the support of school climate. Materials for Mindfulness training, compensation for teaching mindfulness when funds are available

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) 5800: Professional/Consulting Services And Operating Expenditures Mindfulness Training |
| 500 | None Specified Bullying Prevention & Intervention |
| 0 | None Specified Depression & Suicide |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries

4985

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students/Families

Strategy/Activity

Continue to work with office staff, security officers, 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) |
|-----------|---|
| 1000 | Site Formula Funds 4000-4999: Books And Supplies |
| 2000 | Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries |
| 1000 | Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1150 | Site Formula Funds 4000-4999: Books And Supplies |
| 16247.55 | Stretch Grant (Ed Foundation) 6000-6999: Capital Outlay New Copier Machine for Teacher Work room |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 7000 | Site Formula Funds 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extra Hours for counselors (summer/yearlong) for programing and scheduling.

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 6000 | Site Formula Funds 1000-1999: Certificated Personnel Salaries |
| 4206 | Site Formula Funds 2000-2999: Classified Personnel Salaries |

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 4000 | Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Conferences |

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-------------------------------|
| 2700 | Stretch Grant (Ed Foundation) |

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Stretch Grant (Ed Foundation)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15610

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
Books, Magazines and other library supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

Currently there are no major differences between our intended implementation and our expenditures. We are generously supported by our PTSA both with volunteer hours and monetary donations to support enrichment activities for our students. It is important to note that for 21-22, an additional one-time grant from the Ed Foundation allowed for us to do some things this year that may not be possible year over year.

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

While we are back in school full time, but still dealing with the pandemic, some of our planned activities will be held virtually. We hold events in person when we can do so safely (Camp LMS, GYSD, Movie Nights, Community Picnic, Theatre, Student Clubs) Our students will attend a virtual reading of the Diary of Anne Franke in lieu of our usual in person visit. We continue to see an increase in parent participation at PTSA meetings now that they are held virtually. This fall we will be holding our music concerts in person. In alignment with LA County guidelines, audience members will need to show proof of vaccination and/or a negative PCR test within 72 hours of the event.

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 | \$180,704.55 |

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 |
| District Funded | \$0.00 |
| Lottery: Instructional Materials | \$15,610.00 |
| Other | \$6,215.00 |
| Site Formula Funds | \$115,247.00 |
| Stretch Grant (Ed Foundation) | \$43,132.55 |

Subtotal of state or local funds included for this school: \$180,704.55

Total of federal, state, and/or local funds for this school: \$180,704.55

School Site Council Membership

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

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

| Name of Members | Role |
|-------------------------------|----------------------------|
| Jennifer Cowan | Parent or Community Member |
| Florence Culpepper Richardson | Principal |
| Andrew White | Other School Staff |
| Savina Rizova | Parent or Community Member |
| Stephan Corbel | Parent or Community Member |
| Sally Katovsich | Parent or Community Member |
| Vanessa Counte | Classroom Teacher |
| Hanny Patel | Parent or Community Member |
| Leslie Loughlin | Parent or Community Member |
| Anh Tran | Classroom Teacher |
| Pat Leahy | Classroom Teacher |
| Jennifer Burns | Classroom Teacher |
| Beth Hoffman | Classroom Teacher |
| Patricia Ballarin Fontes | Parent or Community Member |
| Nicole Wolfe | Parent or Community Member |
| Ron Vieria | Classroom Teacher |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

see attachment

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 20, 2021.

Attested:

Principal, Florence Culpepper Richardson on 11/10/2021

SSC Chairperson, Nicole Wolfe on 11/10/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

LMS SPSA DRAFT BUDGET 2021-22

| Funding Source | Formula (00010) | SM ED Stretch (00021) | SM ED One Time |
|--|------------------|-----------------------|-----------------|
| Allocation | \$102,307 | \$62,773 | \$24,020 |
| SPSA/LCAP Goals 1 & 2 Planned Expenditures | | | |
| Summer and afterschool teacher planning hourly = \$57 (PE, humanities, science, VAPA, Math, SPED, Special populations, ELD, Literacy Coach) creating units and mapping out lessons for the upcoming school year, 7th grade writing night. Student Intervention and Support classes | 37,994 | | |
| Substitute coverage for Humanities, spec. ed, science, Math, PE teacher planning and norming (creating, planning, and grading common assessments, learning rounds, worthwhile life) \$230 per day | 20,243 | | |
| Independent Contractors (Social Justice Standards Implementation Support, Additional support on norming days) | | 5,000 | |
| Benefits (anytime staff is paid there is a connected cost for benefits) | 17,214 | | |
| Conferences for teachers - writing in the curriculum, incorporating informational text, NGSS, music (content literacy) | | 5000 | |
| General supplies and repairs by vendor and operating supplies | 5000 | | |
| Other operating expenses (printing with the district, etc for schoolwide and other classroom materials.) | 500 | | |
| Technology and digital programs (any needs beyond district provided and PTSA supplemented) - Using Lottery funds \$6215 | | | |
| Goal 3 Planned Expenditures (Community Engagement) | | | |
| Social Emotional Curriculum, Training and Implementation (Compensation for teaching Mindfulness) | | 3,000 | |
| Field trips and/or Enrichment Activities (transportation, sub coverage, other fees) May need to look at some on site offerings due to limited bus availability. | | 5000 | |
| Coordinators (Grade level, Mindfulness, ASB @\$2000 each | | 10000 | |
| 5th to 6th grade transitions 60 teacher hourly & benefits (Get Your Stuff Day/Camp Lincoln (4hrs x 13 ppl), (Mindfulness & Planned Parenthood parent meetings) (6 hrs), 5th grade "Show on the Road" (9 hrs)- Sub coverage for 5th grade tour & Camp Lincoln | | 750 | |
| T-shirts (or other swag) for students and staff as a way to build community and school pride. | | | 8000 |
| Independent Contractors (Fulcrum \$4985, Chance To Dance \$2700 & Drama \$3500) | | 11,185 | |
| Bilingual Community Liaison (.20% increase so BCL is full time at LMS, amount includes benefits) | | 15,285 | |
| Nurse (Health Assistant) | 2000 | | |
| Nurse supplies | 1000 | 1000 | |

LMS SPSA DRAFT BUDGET 2021-22

| | | | |
|---|----------------|---------------|-----------------|
| Conferences on student engagement, social emotional support, discipline, LGBTQ+, (registration, transportation, lodging, meals, etc.) | | 4000 | |
| Extra Hours for counselors (summer/yearlong) includes benefits | 6000 | | |
| Extra hours for office staff and community liaison (start school year earlier) | 4206 | | |
| Extra hours for custodial and security to support school events like community picnics, movie nights, etc. | | 2000 | |
| General supplies, classroom & office, copier | 1150 | 553 | 16019.55 |
| Copier maintenance agreements | 7,000 | | |
| Library (\$15,610 from lottery funds) | | | |
| Subtotal of planned expenditures | 102,307 | 62,773 | 24019.55 |
| REMAINING FUNDS | \$0 | \$0 | \$0 |

2021-2022 Lincoln Middle School Implementation Plan

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

Outcome: By *Spring 2022*, 100% of students will produce a product that demonstrates their understanding of a critical concept in each content area using academic language and evidence with at least a one-point improvement on a 4 point rubric scale.

| Success Indicators | Staff Practices | Support Needed | Formative Feedback | Timeline |
|---|--|---|--|--|
| <p>Students (including English Learners and reluctant speakers) speak in small-group and large group settings using content and domain-specific academic language and evidence to support an argument, to inform, or to build on other students' contributions. (1,2)</p> | <p>Sentence frames provided to students and posted in classrooms (adjusted based on student mastery)</p> <p>Balance of Teacher Talk v Student Talk (10-2 rule), use of structured partner share protocols, reminders to shift from casual talk to academic talk</p> <p>Class Discussion Strategies - to provide opportunities for students to practice using academic language (ex. Socratic Seminar, Philosophical Chairs, Critiques)</p> <p>Intentional instruction of academic language and content vocabulary (choral reading, speaking, synonyms and related words, examples. and nonexamples, and instructional tools)</p> <p>Teachers model discourse expectations while facilitating student-led academic inquiry and discourse (pineapplng).</p> <p>Teachers include the appropriate culturally responsive supports to ensure the success of all students w/ support from Spec Ed Specialist</p> | <p>PLC teams - Efficient use of time to review student work and refine instructional strategies to support student learning. Additional support with protocols, roles for PLC members, and data analysis (facilitator moves)</p> <p>Modeling of implementation of strategies (e.g., observing another teacher aka pineapplng, PD, etc.)</p> <p>Teachers will seek and receive support to address student needs with differentiation.(i.e., social justice standards)</p> <p>Special and Regular Education teachers work together during PLC time to make sure common assignment/performance tasks meet the needs of all learners and are designed for easy implementation of accommodations.</p> | <p>LEAD DATA</p> <p>Content-oriented performance tasks that use academic language and evidence to communicate understanding</p> <p>Learning Walks (formal and informal, sub out or during conference periods)</p> <p>Interim Benchmark Assessments (ELA & Math)</p> <p>Formative Assessments (content specific)</p> <p>LAG DATA</p> <p>Summative Assessments - CAASPP, ELPAC, FASTBridge</p> | <p>Ongoing</p> <ul style="list-style-type: none"> ● Introduction to Academic Language ● Models and Practice using frames ● Examples of student conversations with and without frames (fishbowl during PD) ● Structured Collaborative Conversations (Partner A, B) ● Differentiating use of frames based on student needs, abilities, etc. (Depth of Knowledge inquiry levels 3 & 4 are integrated) <p>By June 2022</p> <ul style="list-style-type: none"> ● Using academic language to support student evidence-based arguments and writing across all content areas |

| <p><u>Success Indicators</u></p> <p>Students provide evidence, reasoning and analysis for claims within writing using academic language (2).</p> <p>Students use academic discourse to discuss rubrics to reflect upon their writing.</p> | <p><u>Staff Practices</u></p> <p>Writing templates provided to students and posted in classrooms (which are adjusted based on student mastery).</p> <p>Explicit instruction of new vocabulary specific to written assignments, using choral reading and choral speaking, synonyms and related words, examples and nonexamples, and other instructional tools</p> <p>Opportunities for all domains of writing provided regularly in the classroom</p> <p>Common rubrics that use specific academic language.</p> | <p><u>Support Needed</u></p> <p>Training in use of templates for scaffolding all levels of written achievement and in writing-to-learn strategies that integrate academic language and vocabulary.</p> <p>Helping staff see the power of ongoing concise writing opportunities</p> <p>Finding and sharing research-based examples of academic writing in different content areas that incorporate close reading strategies and focus on varied critical thinking skills.</p> | <p><u>Formative Feedback</u></p> <p><u>LEAD DATA</u></p> <p>Written content-oriented performance tasks or formative assessments that use academic language and evidence to communicate understanding</p> <p>ELA Interim Benchmark Assessments</p> <p><u>LAG DATA</u></p> <p>Summative Assessments - CAASPP, ELPAC, FASTBridge</p> | <p><u>Timeline</u></p> <p>By June 2022</p> <ul style="list-style-type: none"> ● Models and Practice using templates to support writing claim statements with evidence ● Differentiating use of templates based on student needs, abilities, etc. ● Using academic language to support student evidence-based arguments and writing across all content areas |
|---|--|---|--|--|

Site Support Needs for 2021-22

Staffing

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

Support

- More tech support (technical troubleshooting) to support teachers with malfunctioning technology & one-on-on
- Ongoing support from Ed tech staff on how teachers can effectively use tech platforms to strengthen distance learning
- Spring CUE (Computer Using Educators) for SLT team March 2022, if happening (registration, lodging and subs)
- Department Professional Development and/or conferences for PE related to Site Plan Goal

Materials/Supplies

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

Save Data

View Current Document

View Section

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

Clear

[Empty signature box]

Clear


Ludmila Prokolyeva (Dec 7, 2021 11:59 PST)

Clear

[Empty signature box]

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

Other:

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 20, 2021.

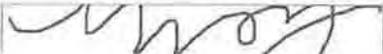
Attested:

Clear



Principal, Florence Culpepper Richardson on 11/10/2021

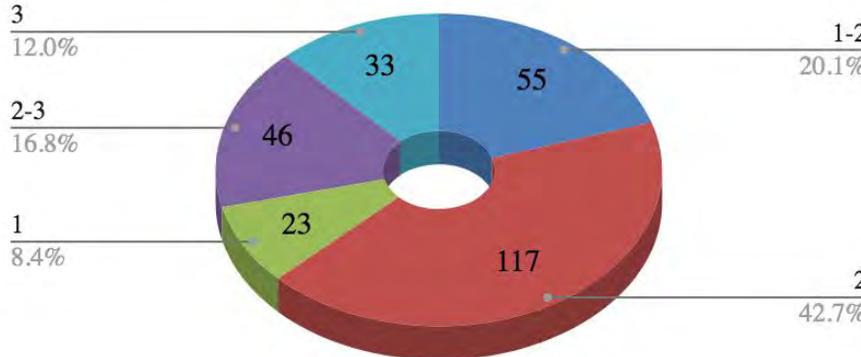
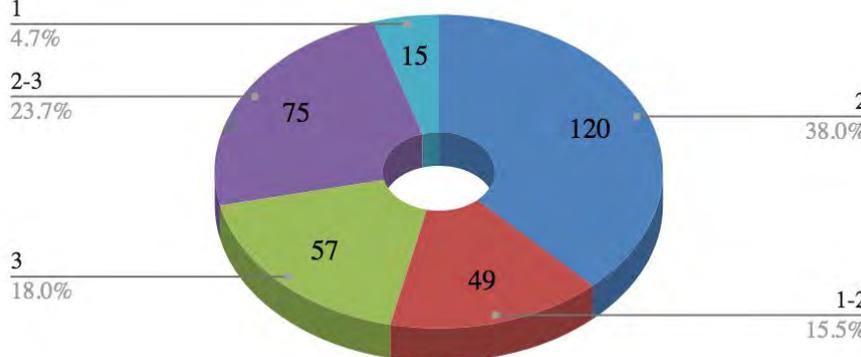
Clear



SSC Chairperson, Nicole Wolfe on 11/10/2021

Lincoln Fall 2019 & 2020 Common Writing Assessment Data by Grade Level

Students read a literary text in 6th grade or 2 informational texts in 7th and 8th grade and then wrote an argument paragraph using evidence from the sources to support a claim. Paragraphs were scored on a 3 point scale. 3 being above standard, 2 being meets standard, and 1 being below standard. Students could earn half scores as well (1-2 would be between a 1 and a 2 and a 2-3 would be between a 2 and a 3).

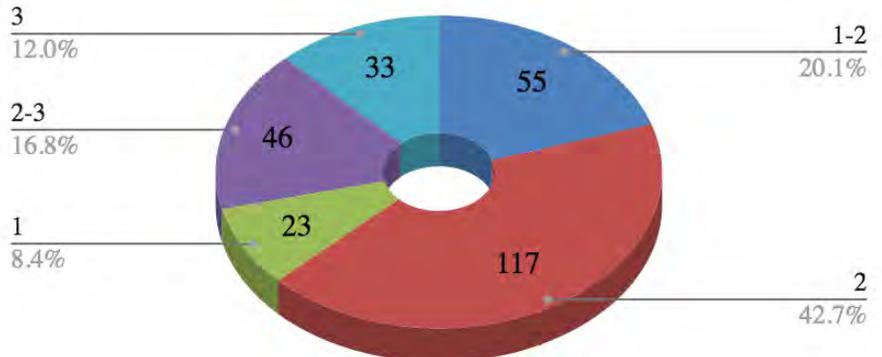
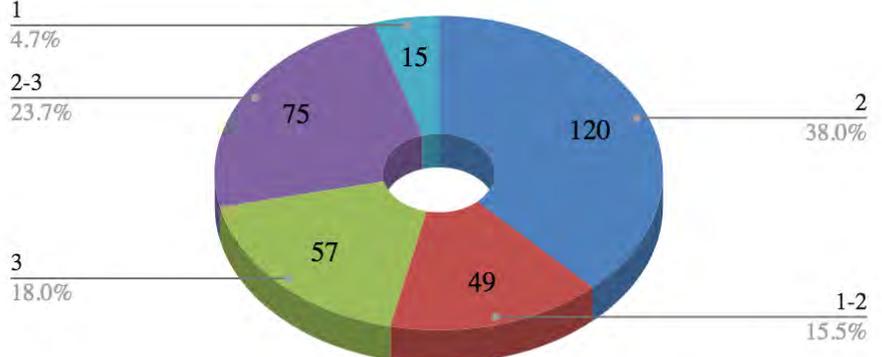
| | 2019 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------|-----------|---------|-----------|---------|----|-----|-----|----|----|--------|--------|--------|--------|-------|-------------------------------------|--|--|--|-----|---|---|-------|----|-----|-----|-------|-----|-------|----|-----|-----|-------|---|-------|----|--|--|--|
| 6th grade: Respond to literary text | <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Score 3</th> <th>Score 3/2</th> <th>Score 2</th> <th>Score 2/1</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">27</td> <td style="text-align: center;">101</td> <td style="text-align: center;">101</td> <td style="text-align: center;">80</td> <td style="text-align: center;">23</td> </tr> <tr> <td style="text-align: center;">8.13%</td> <td style="text-align: center;">30.42%</td> <td style="text-align: center;">30.42%</td> <td style="text-align: center;">24.10%</td> <td style="text-align: center;">6.93%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Total number of 6th graders:</td> <td style="text-align: center;">332</td> </tr> </tbody> </table> | Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | 27 | 101 | 101 | 80 | 23 | 8.13% | 30.42% | 30.42% | 24.10% | 6.93% | Total number of 6th graders: | | | | 332 | <p>Count of SCORES</p>  <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: right;">3</td> <td style="text-align: center;">12.0%</td> <td style="text-align: center;">33</td> <td style="text-align: center;">55</td> <td style="text-align: left;">1-2</td> <td style="text-align: center;">20.1%</td> </tr> <tr> <td style="text-align: right;">2-3</td> <td style="text-align: center;">16.8%</td> <td style="text-align: center;">46</td> <td style="text-align: center;">117</td> <td style="text-align: left;">2</td> <td style="text-align: center;">42.7%</td> </tr> <tr> <td style="text-align: right;">1</td> <td style="text-align: center;">8.4%</td> <td style="text-align: center;">23</td> <td colspan="3"></td> </tr> </table> | 3 | 12.0% | 33 | 55 | 1-2 | 20.1% | 2-3 | 16.8% | 46 | 117 | 2 | 42.7% | 1 | 8.4% | 23 | | | |
| Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 101 | 101 | 80 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.13% | 30.42% | 30.42% | 24.10% | 6.93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of 6th graders: | | | | 332 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 12.0% | 33 | 55 | 1-2 | 20.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 16.8% | 46 | 117 | 2 | 42.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 8.4% | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7th grade: Respond to Informational texts | <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Score 3</th> <th>Score 3/2</th> <th>Score 2</th> <th>Score 2/1</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">69</td> <td style="text-align: center;">71</td> <td style="text-align: center;">144</td> <td style="text-align: center;">61</td> <td style="text-align: center;">21</td> </tr> <tr> <td style="text-align: center;">18.85%</td> <td style="text-align: center;">19.40%</td> <td style="text-align: center;">39.34%</td> <td style="text-align: center;">16.67%</td> <td style="text-align: center;">5.74%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Total number of 7th graders:</td> <td style="text-align: center;">366</td> </tr> </tbody> </table> | Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | 69 | 71 | 144 | 61 | 21 | 18.85% | 19.40% | 39.34% | 16.67% | 5.74% | Total number of 7th graders: | | | | 366 | <p>Count of SCORES</p>  <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: right;">1</td> <td style="text-align: center;">4.7%</td> <td style="text-align: center;">15</td> <td style="text-align: center;">120</td> <td style="text-align: left;">2</td> <td style="text-align: center;">38.0%</td> </tr> <tr> <td style="text-align: right;">2-3</td> <td style="text-align: center;">23.7%</td> <td style="text-align: center;">75</td> <td style="text-align: center;">49</td> <td style="text-align: left;">1-2</td> <td style="text-align: center;">15.5%</td> </tr> <tr> <td style="text-align: right;">3</td> <td style="text-align: center;">18.0%</td> <td style="text-align: center;">57</td> <td colspan="3"></td> </tr> </table> | 1 | 4.7% | 15 | 120 | 2 | 38.0% | 2-3 | 23.7% | 75 | 49 | 1-2 | 15.5% | 3 | 18.0% | 57 | | | |
| Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69 | 71 | 144 | 61 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18.85% | 19.40% | 39.34% | 16.67% | 5.74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of 7th graders: | | | | 366 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4.7% | 15 | 120 | 2 | 38.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 23.7% | 75 | 49 | 1-2 | 15.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 18.0% | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2019 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|-----------|---------|-----------|---------|----|----|-----|----|----|--------|-------|--------|--------|--------|-------------------------------------|--|--|--|-----|---|----------------|-------|------------|---|----|------|---|----|-------|----------|----|------|-----|-----|-------|---|----|------|-----|----|-------|
| 8th-grade: Respond to Informati onal texts | <table border="1" style="border-style: dashed;"> <thead> <tr> <th>Score 3</th> <th>Score 3/2</th> <th>Score 2</th> <th>Score 2/1</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">32</td> <td style="text-align: center;">21</td> <td style="text-align: center;">137</td> <td style="text-align: center;">53</td> <td style="text-align: center;">69</td> </tr> <tr> <td style="text-align: center;">10.26%</td> <td style="text-align: center;">6.73%</td> <td style="text-align: center;">43.91%</td> <td style="text-align: center;">16.99%</td> <td style="text-align: center;">22.12%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Total number of 8th graders:</td> <td style="text-align: center;">312</td> </tr> </tbody> </table> | Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | 32 | 21 | 137 | 53 | 69 | 10.26% | 6.73% | 43.91% | 16.99% | 22.12% | Total number of 8th graders: | | | | 312 | <h3>Count of SCORES</h3> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Score Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>28</td> <td>8.2%</td> </tr> <tr> <td>2</td> <td>77</td> <td>22.5%</td> </tr> <tr> <td>no score</td> <td>13</td> <td>4.1%</td> </tr> <tr> <td>1-2</td> <td>157</td> <td>45.9%</td> </tr> <tr> <td>3</td> <td>28</td> <td>8.2%</td> </tr> <tr> <td>2-3</td> <td>38</td> <td>11.1%</td> </tr> </tbody> </table> | Score Category | Count | Percentage | 1 | 28 | 8.2% | 2 | 77 | 22.5% | no score | 13 | 4.1% | 1-2 | 157 | 45.9% | 3 | 28 | 8.2% | 2-3 | 38 | 11.1% |
| Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32 | 21 | 137 | 53 | 69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.26% | 6.73% | 43.91% | 16.99% | 22.12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of 8th graders: | | | | 312 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Score Category | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 28 | 8.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 77 | 22.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| no score | 13 | 4.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 | 157 | 45.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 28 | 8.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 38 | 11.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

*The Charts are different between 2019 and 2020 because data was collected in slightly different ways each year. Going forward, data will continue to be collected in the same way that it was in 2020.

Lincoln Fall 2019 & 2020 Common Writing Assessment Data by Grade Level

Students read a literary text in 6th grade or 2 informational texts in 7th and 8th grade and then wrote an argument paragraph using evidence from the sources to support a claim. Paragraphs were scored on a 3 point scale. 3 being above standard, 2 being meets standard, and 1 being below standard. Students could earn half scores as well (1-2 would be between a 1 and a 2 and a 2-3 would be between a 2 and a 3).

| | 2019 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------|-----------|---------|-----------|---------|----|-----|-----|----|----|--------|--------|--------|--------|-------|-------------------------------------|--|--|--|-----|---|---|-------|----|-----|-----|-------|-----|-------|----|-----|-----|-------|---|-------|----|--|--|--|
| 6th grade: Respond to literary text | <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Score 3</th> <th>Score 3/2</th> <th>Score 2</th> <th>Score 2/1</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">27</td> <td style="text-align: center;">101</td> <td style="text-align: center;">101</td> <td style="text-align: center;">80</td> <td style="text-align: center;">23</td> </tr> <tr> <td style="text-align: center;">8.13%</td> <td style="text-align: center;">30.42%</td> <td style="text-align: center;">30.42%</td> <td style="text-align: center;">24.10%</td> <td style="text-align: center;">6.93%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Total number of 6th graders:</td> <td style="text-align: center;">332</td> </tr> </tbody> </table> | Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | 27 | 101 | 101 | 80 | 23 | 8.13% | 30.42% | 30.42% | 24.10% | 6.93% | Total number of 6th graders: | | | | 332 | <p>Count of SCORES</p>  <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: right;">3</td> <td style="text-align: center;">12.0%</td> <td style="text-align: center;">33</td> <td style="text-align: center;">55</td> <td style="text-align: right;">1-2</td> <td style="text-align: center;">20.1%</td> </tr> <tr> <td style="text-align: right;">2-3</td> <td style="text-align: center;">16.8%</td> <td style="text-align: center;">46</td> <td style="text-align: center;">117</td> <td style="text-align: right;">2</td> <td style="text-align: center;">42.7%</td> </tr> <tr> <td style="text-align: right;">1</td> <td style="text-align: center;">8.4%</td> <td style="text-align: center;">23</td> <td></td> <td></td> <td></td> </tr> </table> | 3 | 12.0% | 33 | 55 | 1-2 | 20.1% | 2-3 | 16.8% | 46 | 117 | 2 | 42.7% | 1 | 8.4% | 23 | | | |
| Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 101 | 101 | 80 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.13% | 30.42% | 30.42% | 24.10% | 6.93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of 6th graders: | | | | 332 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 12.0% | 33 | 55 | 1-2 | 20.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 16.8% | 46 | 117 | 2 | 42.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 8.4% | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7th grade: Respond to Informational texts | <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Score 3</th> <th>Score 3/2</th> <th>Score 2</th> <th>Score 2/1</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">69</td> <td style="text-align: center;">71</td> <td style="text-align: center;">144</td> <td style="text-align: center;">61</td> <td style="text-align: center;">21</td> </tr> <tr> <td style="text-align: center;">18.85%</td> <td style="text-align: center;">19.40%</td> <td style="text-align: center;">39.34%</td> <td style="text-align: center;">16.67%</td> <td style="text-align: center;">5.74%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Total number of 7th graders:</td> <td style="text-align: center;">366</td> </tr> </tbody> </table> | Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | 69 | 71 | 144 | 61 | 21 | 18.85% | 19.40% | 39.34% | 16.67% | 5.74% | Total number of 7th graders: | | | | 366 | <p>Count of SCORES</p>  <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: right;">1</td> <td style="text-align: center;">4.7%</td> <td style="text-align: center;">15</td> <td style="text-align: center;">120</td> <td style="text-align: right;">2</td> <td style="text-align: center;">38.0%</td> </tr> <tr> <td style="text-align: right;">2-3</td> <td style="text-align: center;">23.7%</td> <td style="text-align: center;">75</td> <td style="text-align: center;">49</td> <td style="text-align: right;">1-2</td> <td style="text-align: center;">15.5%</td> </tr> <tr> <td style="text-align: right;">3</td> <td style="text-align: center;">18.0%</td> <td style="text-align: center;">57</td> <td></td> <td></td> <td></td> </tr> </table> | 1 | 4.7% | 15 | 120 | 2 | 38.0% | 2-3 | 23.7% | 75 | 49 | 1-2 | 15.5% | 3 | 18.0% | 57 | | | |
| Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69 | 71 | 144 | 61 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18.85% | 19.40% | 39.34% | 16.67% | 5.74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of 7th graders: | | | | 366 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4.7% | 15 | 120 | 2 | 38.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 23.7% | 75 | 49 | 1-2 | 15.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 18.0% | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

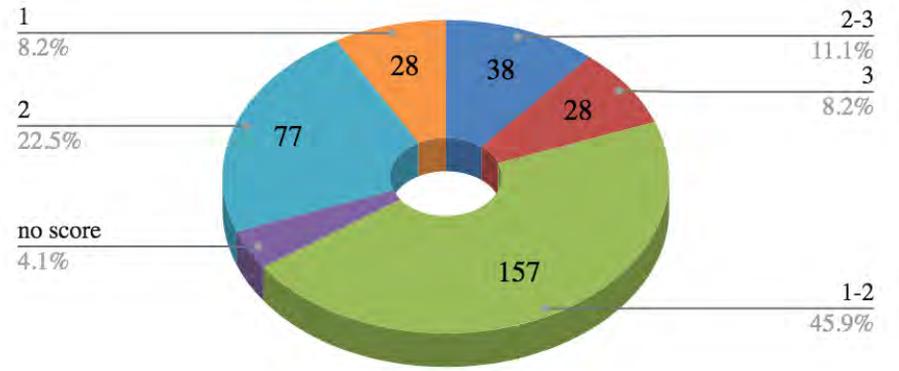
2019

2020

8th-grade:
Respond
to
Informati
onal
texts

| Score 3 | Score 3/2 | Score 2 | Score 2/1 | Score 1 |
|-------------------------------------|-----------|---------|-----------|---------|
| 32 | 21 | 137 | 53 | 69 |
| 10.26% | 6.73% | 43.91% | 16.99% | 22.12% |
| Total number of 8th graders: | | | | 312 |

Count of SCORES



Lincoln Fall 2019 & 2020 Common Writing Assessment Data by Grade Level: EL Students Compared to All Students

| | 2020 All Students | 2020 EL Only Studnts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------|-------|------------|---|----|------|---|-----|-------|-----|----|-------|---|----|-------|--|-------|-------|------------|---|---|-------|---|---|-------|-----|---|-------|-----|---|-------|----------|---|-------|
| 6th grade: Respond to literary text | <p>Count of SCORES</p> <table border="1"> <caption>2020 All Students - 6th Grade</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>23</td> <td>8.4%</td> </tr> <tr> <td>2</td> <td>117</td> <td>42.7%</td> </tr> <tr> <td>2-3</td> <td>46</td> <td>16.8%</td> </tr> <tr> <td>3</td> <td>33</td> <td>12.0%</td> </tr> </tbody> </table> | Score | Count | Percentage | 1 | 23 | 8.4% | 2 | 117 | 42.7% | 2-3 | 46 | 16.8% | 3 | 33 | 12.0% | <p>Count of SCORE: 6th Grade EL</p> <table border="1"> <caption>2020 EL Only Students - 6th Grade</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>8.3%</td> </tr> <tr> <td>2</td> <td>4</td> <td>33.3%</td> </tr> <tr> <td>3</td> <td>1</td> <td>8.3%</td> </tr> <tr> <td>1-2</td> <td>6</td> <td>50.0%</td> </tr> </tbody> </table> | Score | Count | Percentage | 1 | 1 | 8.3% | 2 | 4 | 33.3% | 3 | 1 | 8.3% | 1-2 | 6 | 50.0% | | | |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 23 | 8.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 117 | 42.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 46 | 16.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 33 | 12.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 8.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 4 | 33.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 8.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 | 6 | 50.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7th grade: Respond to Informati onal texts | <p>Count of SCORES</p> <table border="1"> <caption>2020 All Students - 7th Grade</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>15</td> <td>4.7%</td> </tr> <tr> <td>2</td> <td>120</td> <td>38.0%</td> </tr> <tr> <td>2-3</td> <td>75</td> <td>23.7%</td> </tr> <tr> <td>3</td> <td>57</td> <td>18.0%</td> </tr> </tbody> </table> | Score | Count | Percentage | 1 | 15 | 4.7% | 2 | 120 | 38.0% | 2-3 | 75 | 23.7% | 3 | 57 | 18.0% | <p>Count of SCORE: 7th Grade EL</p> <table border="1"> <caption>2020 EL Only Students - 7th Grade</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>13.6%</td> </tr> <tr> <td>2</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>2-3</td> <td>8</td> <td>36.4%</td> </tr> <tr> <td>3</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>no score</td> <td>7</td> <td>31.8%</td> </tr> </tbody> </table> | Score | Count | Percentage | 1 | 3 | 13.6% | 2 | 1 | 4.5% | 2-3 | 8 | 36.4% | 3 | 1 | 4.5% | no score | 7 | 31.8% |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 15 | 4.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 120 | 38.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 75 | 23.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 57 | 18.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 3 | 13.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 1 | 4.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 8 | 36.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 4.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| no score | 7 | 31.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | 2019 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|-------|------------|---|----|------|---|----|-------|----------|---|------|-----|-----|-------|-----|----|-------|---|----|------|--|-------|-------|------------|---|---|------|---|---|-------|-----|---|-------|----------|----|-------|
| 8th-grade: Respond to Informational texts | <p>Count of SCORES</p> <table border="1"> <caption>2019 Score Distribution</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>28</td> <td>8.2%</td> </tr> <tr> <td>2</td> <td>77</td> <td>22.5%</td> </tr> <tr> <td>no score</td> <td>4</td> <td>4.1%</td> </tr> <tr> <td>1-2</td> <td>157</td> <td>45.9%</td> </tr> <tr> <td>2-3</td> <td>38</td> <td>11.1%</td> </tr> <tr> <td>3</td> <td>28</td> <td>8.2%</td> </tr> </tbody> </table> | Score | Count | Percentage | 1 | 28 | 8.2% | 2 | 77 | 22.5% | no score | 4 | 4.1% | 1-2 | 157 | 45.9% | 2-3 | 38 | 11.1% | 3 | 28 | 8.2% | <p>Count of SCORE: 8th Grade EL</p> <table border="1"> <caption>2020 Score Distribution</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>7.7%</td> </tr> <tr> <td>1</td> <td>1</td> <td>15.4%</td> </tr> <tr> <td>1-2</td> <td>6</td> <td>30.8%</td> </tr> <tr> <td>no score</td> <td>46</td> <td>46.2%</td> </tr> </tbody> </table> | Score | Count | Percentage | 2 | 2 | 7.7% | 1 | 1 | 15.4% | 1-2 | 6 | 30.8% | no score | 46 | 46.2% |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 28 | 8.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 77 | 22.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| no score | 4 | 4.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 | 157 | 45.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 38 | 11.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 28 | 8.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 7.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 15.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 | 6 | 30.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| no score | 46 | 46.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

*The Charts are different between 2019 and 2020 because data was collected in slightly different ways each year. Going forward, data will continue to be collected in the same way that it was in 2020.

2019 & 2020 Fall IAB Data: Math and ELA by Grade Level

| | 2019 | 2020 |
|------------------------------------|--|--|
| 6th grade math Fall IAB | <p>G6 Grade 6 Math - Divide Fractions by Fractions (IAB)</p> <p>Average Scale Score for 263 results 2635 ± 6[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 66%</p> <p>Near Standard 24%</p> <p>Below Standard 10%</p> | <p>G6 Grade 6 MATH - Divide Fractions by Fractions (FIAB)</p> <p>Average Scale Score for 275 results 2650 ± 7[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 62%</p> <p>Near Standard 29%</p> <p>Below Standard 9%</p> |
| 7th grade math Fall IAB | <p>G7 Grade 7 Math - The Number System (IAB)</p> <p>Average Scale Score for 358 results 2633 ± 6[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 54%</p> <p>Near Standard 38%</p> <p>Below Standard 8%</p> | <p>G7 Grade 7 MATH - The Number System (FIAB)</p> <p>Average Scale Score for 333 results 2650 ± 6[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 59%</p> <p>Near Standard 35%</p> <p>Below Standard 6%</p> |
| 8th-grade math & geometry Fall IAB | <p>G8 Grade 8 Math - Congruence and Similarity (IAB)</p> <p>Average Scale Score for 226 results 2651 ± 7[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 45%</p> <p>Near Standard 47%</p> <p>Below Standard 8%</p> <p>G8 Grade 8 Math - Geometry (IAB)</p> <p>Average Scale Score for 106 results 2729 ± 7[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 81%</p> <p>Near Standard 19%</p> <p>Below Standard 0%</p> | <p>G8 Grade 8 MATH - Congruence and Similarity (FIAB)</p> <p>Average Scale Score for 243 results 2598 ± 9[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 30%</p> <p>Near Standard 49%</p> <p>Below Standard 21%</p> <p>G8 Grade 8 MATH - Geometry (IAB)</p> <p>Average Scale Score for 129 results 2642 ± 16[Ⓢ]</p> <p>Student Score Distribution</p> <p>Above Standard 47%</p> <p>Near Standard 37%</p> <p>Below Standard 16%</p> |

| | 2019 | 2020 |
|------------------------|--|---|
| 6th-grade ELA Fall IAB | <p>G6 Grade 6 ELA - Read Literary Texts (IAB)</p> <p>Average Scale Score for 343 results 2606 ± 5[®]</p> <p>Student Score Distribution</p> <p>Above Standard 57%</p> <p>Near Standard 37%</p> <p>Below Standard 6%</p> | <p>G6 Grade 6 ELA - Read Literary Texts (IAB)</p> <p>Average Scale Score for 227 results 2602 ± 7[®]</p> <p>Student Score Distribution</p> <p>Above Standard 53%</p> <p>Near Standard 40%</p> <p>Below Standard 7%</p> |
| 7th-grade ELA Fall IAB | <p>G7 Grade 7 ELA - Read Literary Texts (IAB)</p> <p>Average Scale Score for 358 results 2612 ± 4[®]</p> <p>Student Score Distribution</p> <p>Above Standard 51%</p> <p>Near Standard 42%</p> <p>Below Standard 7%</p> | <p>G7 Grade 7 ELA - Read Literary Texts (IAB)</p> <p>Average Scale Score for 313 results 2612 ± 6[®]</p> <p>Student Score Distribution</p> <p>Above Standard 50%</p> <p>Near Standard 43%</p> <p>Below Standard 7%</p> |
| 8th-grade ELA Fall IAB | <p>G8 Grade 8 ELA - Read Literary Texts (IAB)</p> <p>Average Scale Score for 326 results 2623 ± 6[®]</p> <p>Student Score Distribution</p> <p>Above Standard 50%</p> <p>Near Standard 38%</p> <p>Below Standard 12%</p> | <p>G8 Grade 8 ELA - Read Literary Texts (IAB)</p> <p>Average Scale Score for 288 results 2641 ± 8[®]</p> <p>Student Score Distribution</p> <p>Above Standard 57%</p> <p>Near Standard 34%</p> <p>Below Standard 9%</p> |

These tests are all CAASPP aligned assessments. They usually include approximately 12-15 questions per test. The ELA tests have multiple choice components as well as a hand-scored written response. The math tests are all multiple choice.

Winter 2021 IAB Data: Math and ELA

6th Grade: ****Read Informational Text**
****The Number System**

| Winter 2020 | Winter 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|--|--|---------------|-----|--|----------------|----|---|----------------|-----|--|---------------|-----|--|----------------|----|---|--|----------------|-----|--|---------------|-----|--|----------------|----|---|----------------|-----|--|---------------|-----|--|----------------|----|---|
| <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>G6 Grade 6 ELA - Read Informational Texts (IAB)</p> <p>Average Scale Score for 345 results</p> <p style="font-size: 1.2em;">2624 ± 5[Ⓢ]</p> <p>Student Score Distribution</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Above Standard</td> <td style="width: 10%;">68%</td> <td style="width: 60%;"><div style="width: 68%; height: 10px; background-color: #00c000;"></div></td> </tr> <tr> <td>Near Standard</td> <td>28%</td> <td><div style="width: 28%; height: 10px; background-color: #ffc000;"></div></td> </tr> <tr> <td>Below Standard</td> <td>4%</td> <td><div style="width: 4%; height: 10px; background-color: #ff0000;"></div></td> </tr> </table> <p style="text-align: right; font-size: 0.8em;">Show Results ▼</p> </div> <hr/> <div style="border: 1px solid #ccc; padding: 5px;"> <p>G6 Grade 6 Math - The Number System (IAB)</p> <p>Average Scale Score for 327 results</p> <p style="font-size: 1.2em;">2622 ± 5[Ⓢ]</p> <p>Student Score Distribution</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Above Standard</td> <td style="width: 10%;">58%</td> <td style="width: 60%;"><div style="width: 58%; height: 10px; background-color: #00c000;"></div></td> </tr> <tr> <td>Near Standard</td> <td>34%</td> <td><div style="width: 34%; height: 10px; background-color: #ffc000;"></div></td> </tr> <tr> <td>Below Standard</td> <td>8%</td> <td><div style="width: 8%; height: 10px; background-color: #ff0000;"></div></td> </tr> </table> <p style="text-align: right; font-size: 0.8em;">Show Results ▼</p> </div> | Above Standard | 68% | <div style="width: 68%; height: 10px; background-color: #00c000;"></div> | Near Standard | 28% | <div style="width: 28%; height: 10px; background-color: #ffc000;"></div> | Below Standard | 4% | <div style="width: 4%; height: 10px; background-color: #ff0000;"></div> | Above Standard | 58% | <div style="width: 58%; height: 10px; background-color: #00c000;"></div> | Near Standard | 34% | <div style="width: 34%; height: 10px; background-color: #ffc000;"></div> | Below Standard | 8% | <div style="width: 8%; height: 10px; background-color: #ff0000;"></div> | <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>G6 Grade 6 ELA - Read Informational Texts (IAB)</p> <p>Average Scale Score for 293 results</p> <p style="font-size: 1.2em;">2619 ± 5[Ⓢ]</p> <p>Student Score Distribution</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Above Standard</td> <td style="width: 10%;">63%</td> <td style="width: 60%;"><div style="width: 63%; height: 10px; background-color: #00c000;"></div></td> </tr> <tr> <td>Near Standard</td> <td>32%</td> <td><div style="width: 32%; height: 10px; background-color: #ffc000;"></div></td> </tr> <tr> <td>Below Standard</td> <td>5%</td> <td><div style="width: 5%; height: 10px; background-color: #ff0000;"></div></td> </tr> </table> <p style="text-align: right; font-size: 0.8em;">Show Results ▼</p> </div> <hr/> <div style="border: 1px solid #ccc; padding: 5px;"> <p>G6 Grade 6 MATH - The Number System (IAB)</p> <p>Average Scale Score for 250 results</p> <p style="font-size: 1.2em;">2637 ± 6[Ⓢ]</p> <p>Student Score Distribution</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Above Standard</td> <td style="width: 10%;">59%</td> <td style="width: 60%;"><div style="width: 59%; height: 10px; background-color: #00c000;"></div></td> </tr> <tr> <td>Near Standard</td> <td>36%</td> <td><div style="width: 36%; height: 10px; background-color: #ffc000;"></div></td> </tr> <tr> <td>Below Standard</td> <td>5%</td> <td><div style="width: 5%; height: 10px; background-color: #ff0000;"></div></td> </tr> </table> <p style="text-align: right; font-size: 0.8em;">Show Results ▼</p> </div> | Above Standard | 63% | <div style="width: 63%; height: 10px; background-color: #00c000;"></div> | Near Standard | 32% | <div style="width: 32%; height: 10px; background-color: #ffc000;"></div> | Below Standard | 5% | <div style="width: 5%; height: 10px; background-color: #ff0000;"></div> | Above Standard | 59% | <div style="width: 59%; height: 10px; background-color: #00c000;"></div> | Near Standard | 36% | <div style="width: 36%; height: 10px; background-color: #ffc000;"></div> | Below Standard | 5% | <div style="width: 5%; height: 10px; background-color: #ff0000;"></div> |
| Above Standard | 68% | <div style="width: 68%; height: 10px; background-color: #00c000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Near Standard | 28% | <div style="width: 28%; height: 10px; background-color: #ffc000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Standard | 4% | <div style="width: 4%; height: 10px; background-color: #ff0000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Above Standard | 58% | <div style="width: 58%; height: 10px; background-color: #00c000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Near Standard | 34% | <div style="width: 34%; height: 10px; background-color: #ffc000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Standard | 8% | <div style="width: 8%; height: 10px; background-color: #ff0000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Above Standard | 63% | <div style="width: 63%; height: 10px; background-color: #00c000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Near Standard | 32% | <div style="width: 32%; height: 10px; background-color: #ffc000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Standard | 5% | <div style="width: 5%; height: 10px; background-color: #ff0000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Above Standard | 59% | <div style="width: 59%; height: 10px; background-color: #00c000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Near Standard | 36% | <div style="width: 36%; height: 10px; background-color: #ffc000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Standard | 5% | <div style="width: 5%; height: 10px; background-color: #ff0000;"></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

7th Grade: ****Read Informational Text**
****Ratios and Proportional Relationships**

Winter 2020

G7 Grade 7 ELA - Read Informational Texts (IAB)

Average Scale Score
for **376** results

2645 ± 5[Ⓢ]

Student Score Distribution



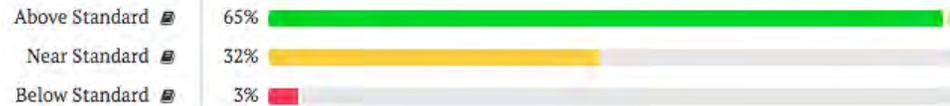
Show Results ▼

G7 Grade 7 Math - Ratios and Proportional Relationships (IAB)

Average Scale Score
for **356** results

2662 ± 5[Ⓢ]

Student Score Distribution



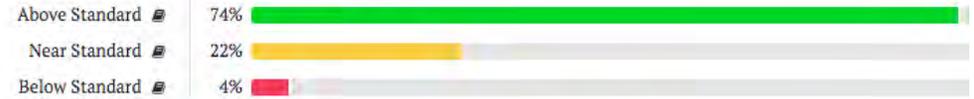
Winter 2021

G7 Grade 7 ELA - Read Informational Texts (IAB)

Average Scale Score
for **333** results

2664 ± 6[Ⓢ]

Student Score Distribution



Show Results ▼

G7 Grade 7 MATH - Ratios and Proportional Relationships (FIAB)

Average Scale Score
for **291** results

2685 ± 6[Ⓢ]

Student Score Distribution



8th Grade:**Read Informational Texts
**Functions

Winter 2020

G8 Grade 8 ELA - Read Informational Texts (IAB)

Average Scale Score
for **301** results **2671 ± 5[Ⓢ]**

Student Score Distribution



Show Results ▼

G8 Grade 8 Math - Functions (IAB)

Average Scale Score
for **322** results **2663 ± 6[Ⓢ]**

Student Score Distribution



Winter 2021

G8 Grade 8 ELA - Read Informational Texts (IAB)

Average Scale Score
for **301** results **2691 ± 5[Ⓢ]**

Student Score Distribution



Show Results ▼

G8 Grade 8 MATH - Functions (FIAB)

Average Scale Score
for **315** results **2648 ± 8[Ⓢ]**

Student Score Distribution



Figure 3. Comparison between Performance Standard and the IAB Scale Score and Confidence Interval to determine IAB Reporting Category

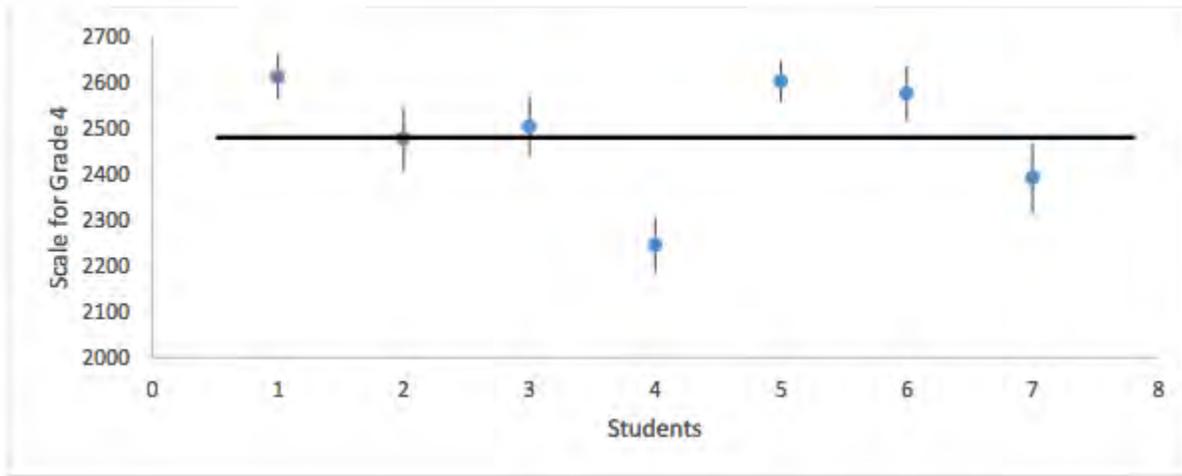
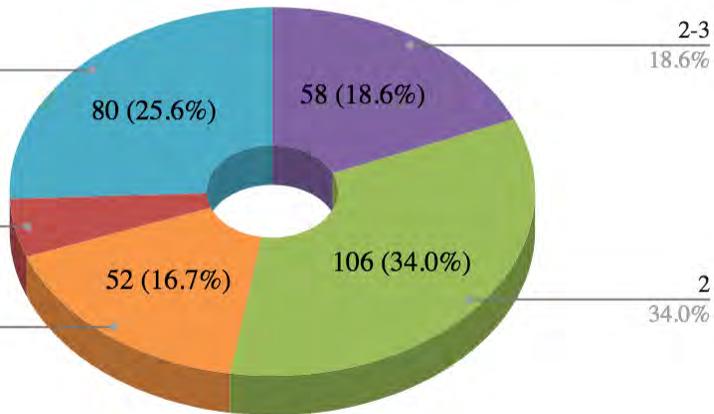
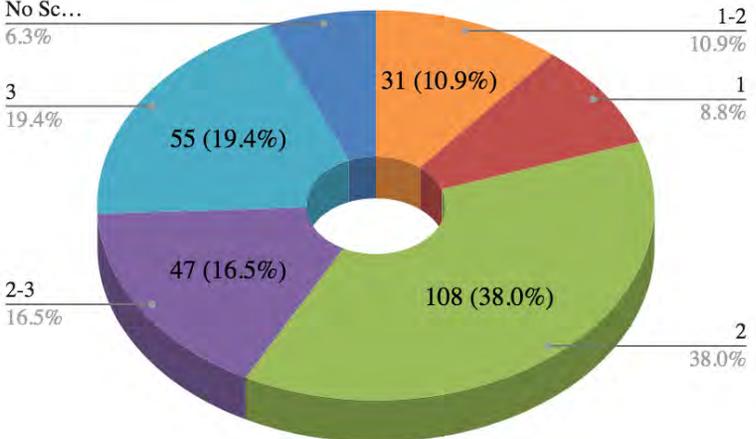


Figure 3 contains a dot representing the scale score for each of seven students being evaluated on a Grade 4 Math IAB. The bars above and below the scale score are the confidence interval, or 1.5 times the standard error of measurement on the test. The dark horizontal line is the performance standard for the summative and ICA Grade 4 Math assessments—a scale score of 2485. If the confidence interval for the student’s scale score on the IAB is completely above the performance standard, as in **Students 1, 5, and 6, the student’s reporting category is Above Standard**. If the confidence interval for the student’s scale score is completely below the performance standard, as in **Students 4 and 7, the student’s reporting category is Below Standard**. If the confidence interval for the student’s scale score touches the performance standard, as in **Students 2 and 3, the student’s reporting category is Near Standard, regardless of whether the reported scale score is above or below the performance standard**.

Please note: The scale score of some students in the Near Standard category will be either above or below the performance standard, but not far enough above or below such that we can confidently label the performance as Above Standard or Below Standard.

Lincoln Spring 2020 & 2021 Common Writing Assessment Data by Grade Level

Students read 2 informational texts in 6th and 7th grades and had 4 sources to read in 8th grade. They then wrote an argument paragraph using evidence from the sources to support a claim (2 sources required to be used in 7th and 8th grades). Paragraphs were scored on a 3 point scale. 3 being above standard, 2 being meets standard, and 1 being below standard. Students could earn half scores as well.

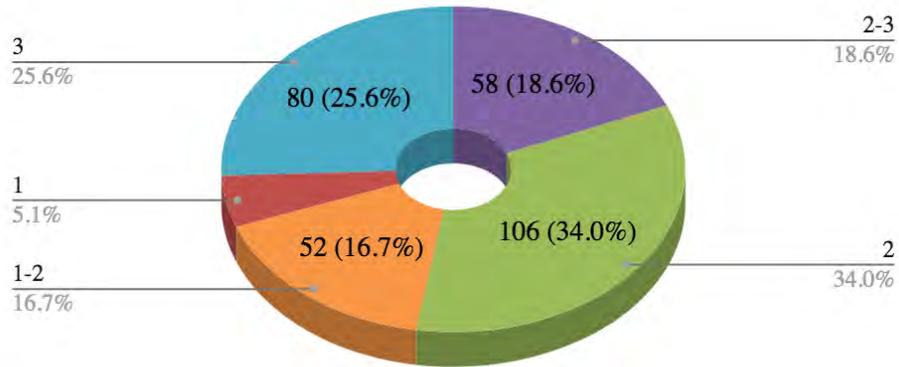
| | 2020 | 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|---|-----------------------------|-------|------------|---|----|-------|-----|----|-------|---|---|------|-----|----|-------|---|-----|-------|----|----|-------|---|-------|-------|------------|----------|---|------|---|----|-------|-----|----|-------|-----|----|-------|---|----|------|---|-----|-------|----|----|-------|----|----|-------|----|----|-------|-----|-----|-------|
| 6th grade: | <p style="text-align: center;">Count of SCORE</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>2020 Score Distribution</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>80</td> <td>25.6%</td> </tr> <tr> <td>2-3</td> <td>58</td> <td>18.6%</td> </tr> <tr> <td>1</td> <td>5</td> <td>5.1%</td> </tr> <tr> <td>1-2</td> <td>52</td> <td>16.7%</td> </tr> <tr> <td>2</td> <td>106</td> <td>34.0%</td> </tr> <tr> <td>52</td> <td>52</td> <td>16.7%</td> </tr> </tbody> </table> | Score | Count | Percentage | 3 | 80 | 25.6% | 2-3 | 58 | 18.6% | 1 | 5 | 5.1% | 1-2 | 52 | 16.7% | 2 | 106 | 34.0% | 52 | 52 | 16.7% | <p style="text-align: center;">Score Report</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>2021 Score Distribution</caption> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No Sc...</td> <td>4</td> <td>6.3%</td> </tr> <tr> <td>3</td> <td>55</td> <td>19.4%</td> </tr> <tr> <td>2-3</td> <td>47</td> <td>16.5%</td> </tr> <tr> <td>1-2</td> <td>31</td> <td>10.9%</td> </tr> <tr> <td>1</td> <td>25</td> <td>8.8%</td> </tr> <tr> <td>2</td> <td>108</td> <td>38.0%</td> </tr> <tr> <td>55</td> <td>55</td> <td>19.4%</td> </tr> <tr> <td>31</td> <td>31</td> <td>10.9%</td> </tr> <tr> <td>47</td> <td>47</td> <td>16.5%</td> </tr> <tr> <td>108</td> <td>108</td> <td>38.0%</td> </tr> </tbody> </table> | Score | Count | Percentage | No Sc... | 4 | 6.3% | 3 | 55 | 19.4% | 2-3 | 47 | 16.5% | 1-2 | 31 | 10.9% | 1 | 25 | 8.8% | 2 | 108 | 38.0% | 55 | 55 | 19.4% | 31 | 31 | 10.9% | 47 | 47 | 16.5% | 108 | 108 | 38.0% |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 80 | 25.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 58 | 18.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5 | 5.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 | 52 | 16.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 106 | 34.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 52 | 52 | 16.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Score | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No Sc... | 4 | 6.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 55 | 19.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 47 | 16.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 | 31 | 10.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 25 | 8.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 108 | 38.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55 | 55 | 19.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | 31 | 10.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 47 | 47 | 16.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 108 | 108 | 38.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Scroll down for 7th and 8th | Scroll down for 7th and 8th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2020

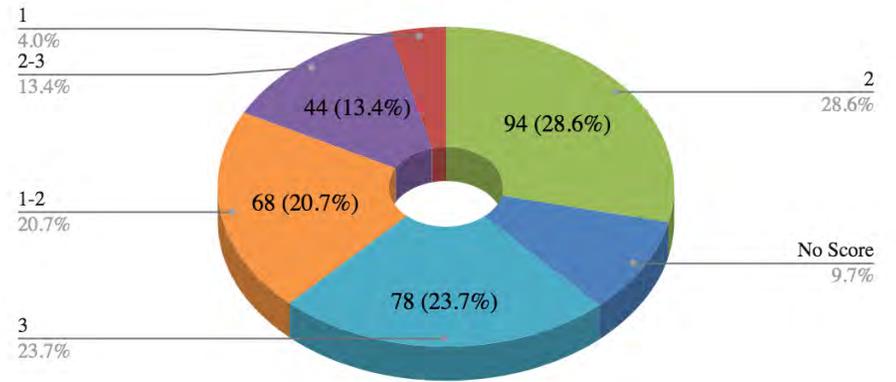
2021

7th grade:

Count of SCORE



Count of Score

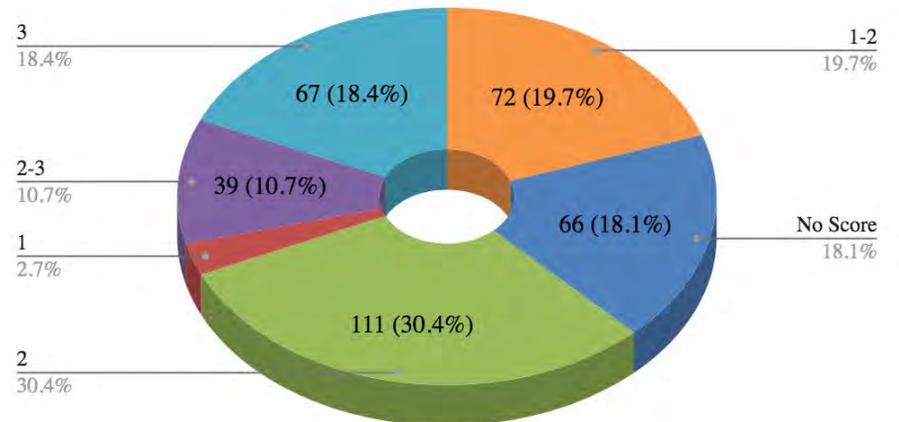


*Of the 68 students who scored a 1/2, 50 of those students would have scored a 2 if they included a 2nd source.

8th grade:

n/a

Count of Score

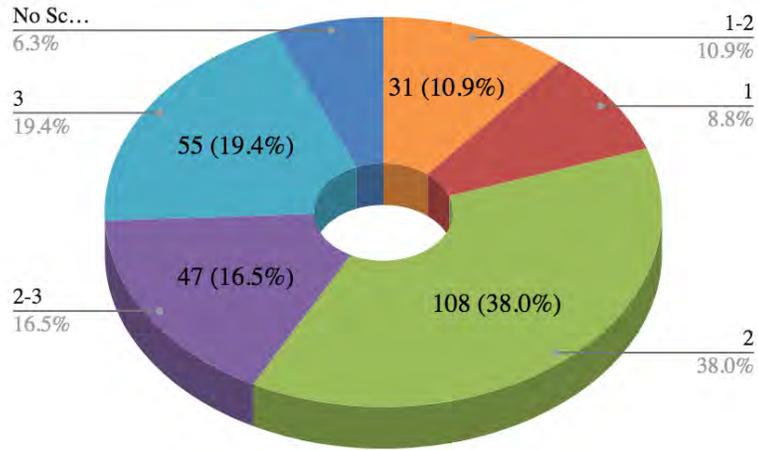


All Lincoln Students Winter 2021

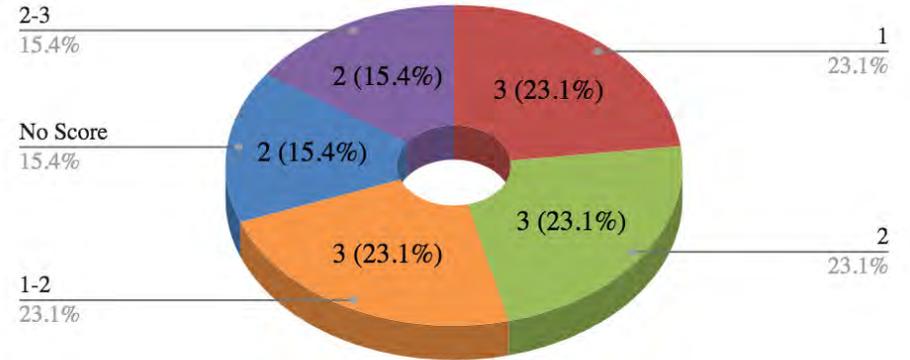
English Learners and Reclassified Students Winter 2021

6th
grade

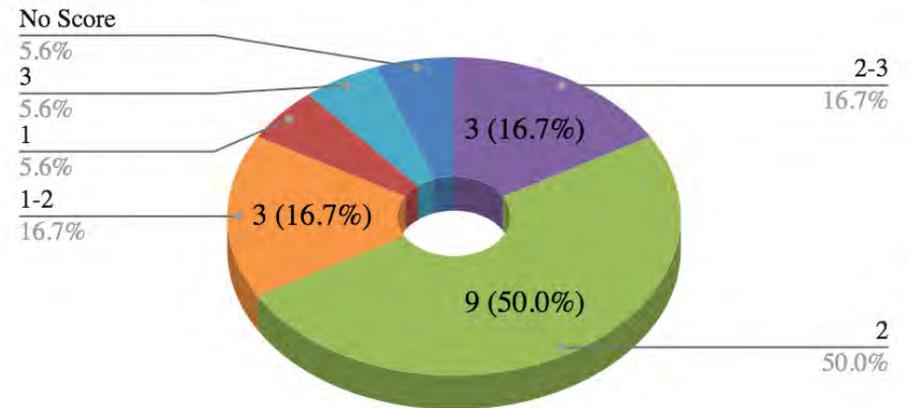
Score Report



Count of EL Student Scores



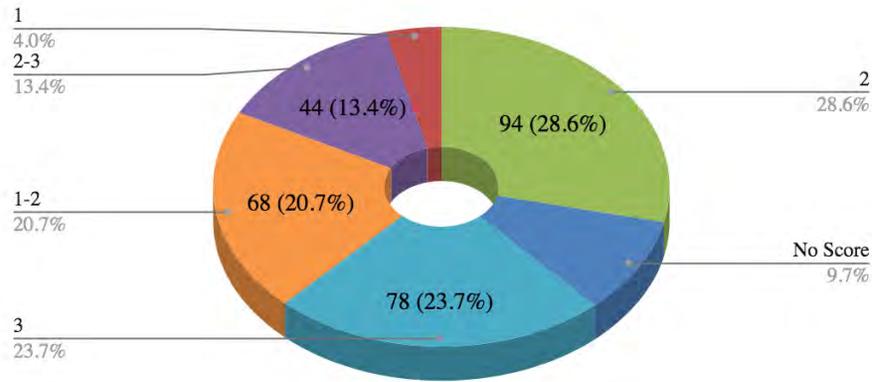
Count of RFEP Student Scores



All Lincoln Students Winter 2021

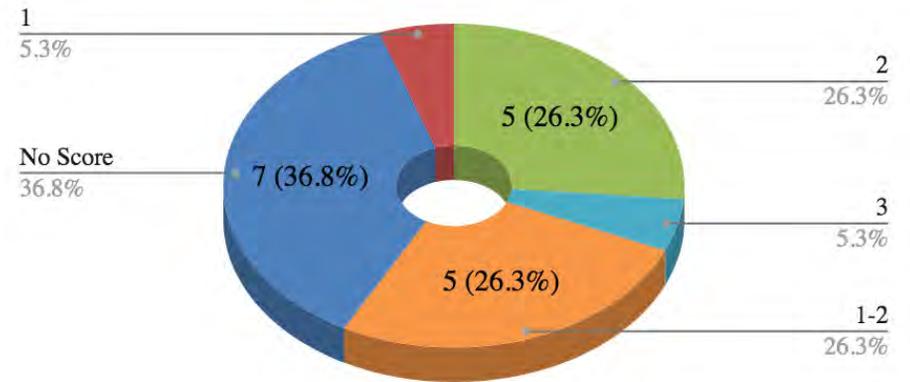
7th grade

Count of Score

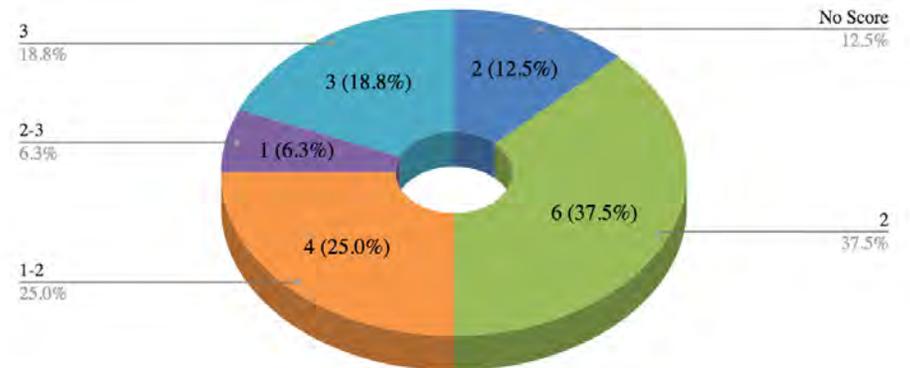


English Learners and Reclassified Students Winter 2021

Count of EL Student Scores



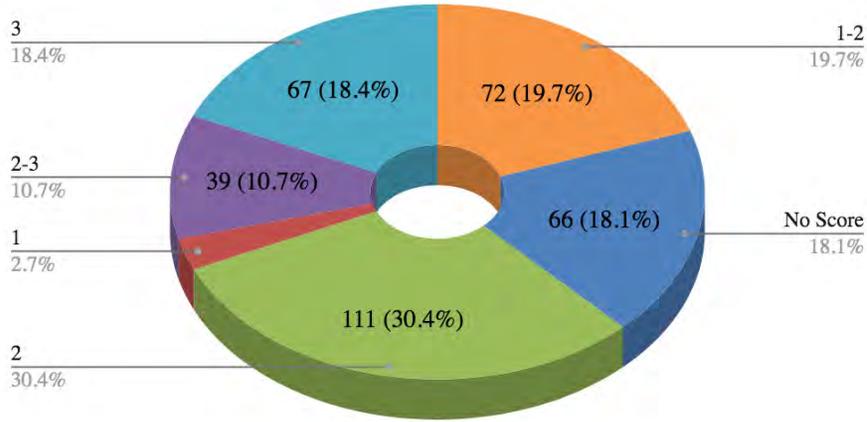
Count of RFEP Student Scores



All Lincoln Students Winter 2021

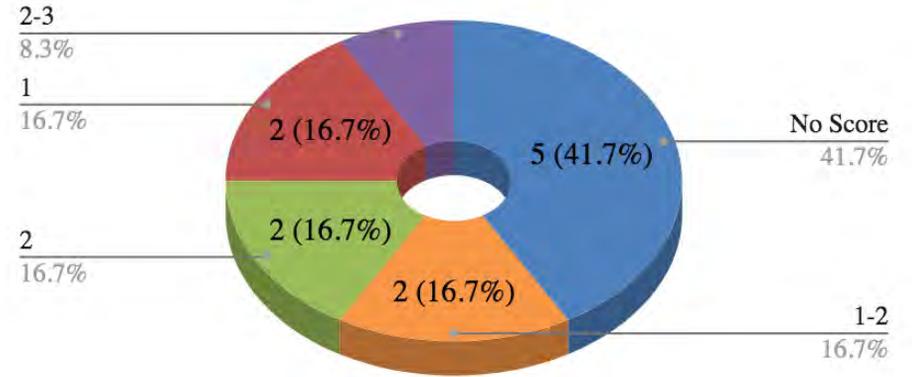
8th
grade

Count of Score

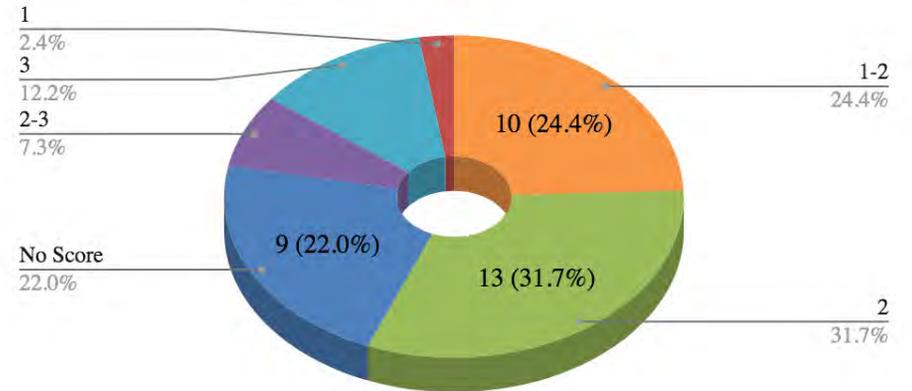


English Learners and Reclassified Students Winter 2021

Count of EL Student Scores



Count of RFEP Student Scores

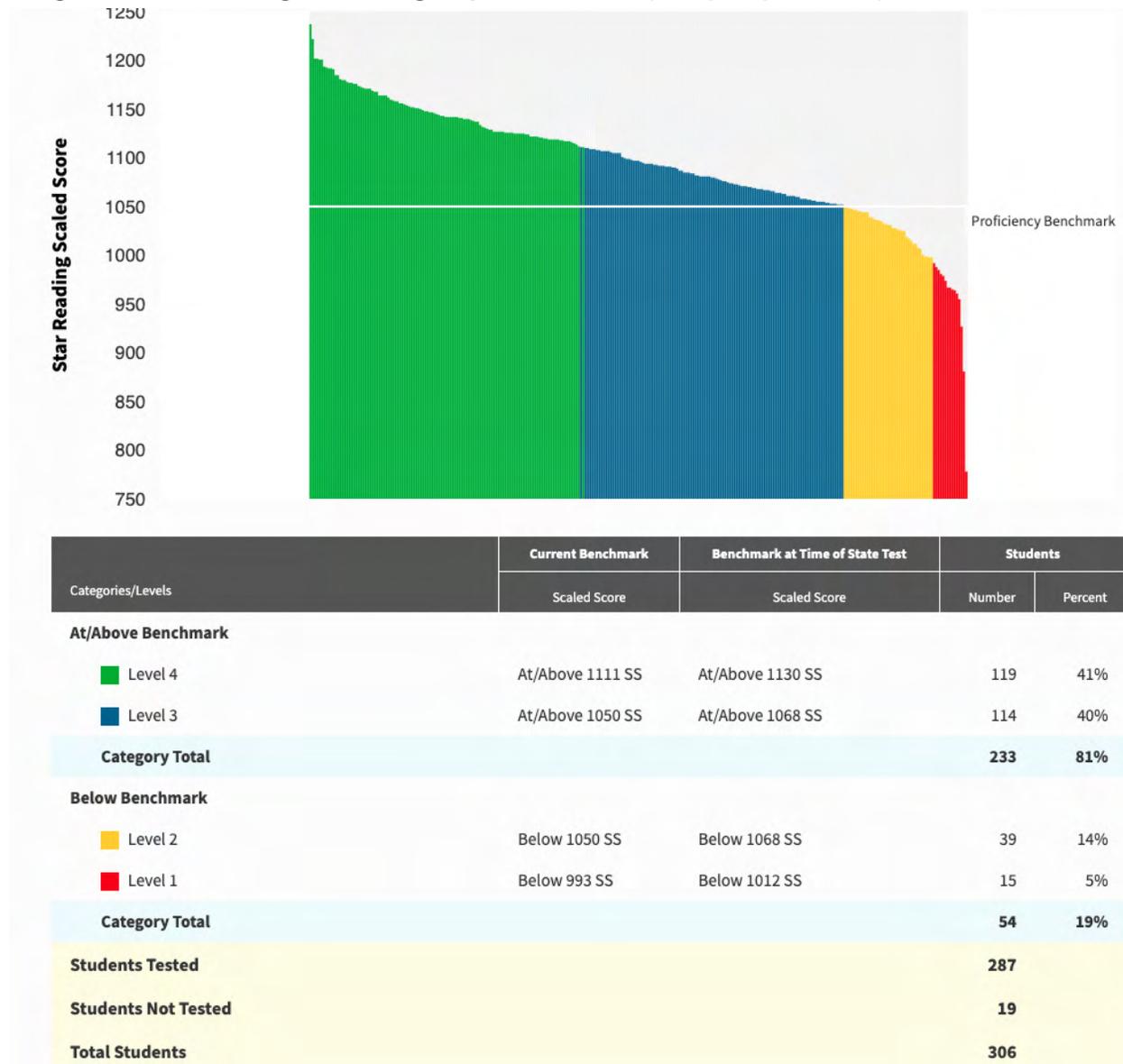


Fall 2021 Star Reading Reports

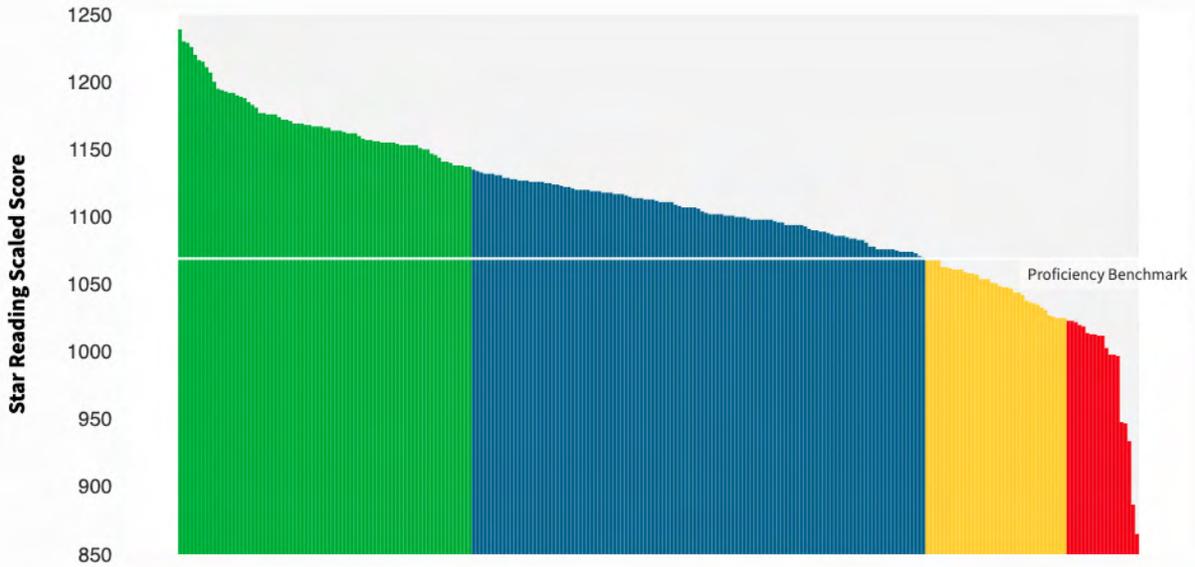
Overall Data for Fall '21

| | At/ Above Benchmark | Below Benchmark |
|-----------|---------------------|-----------------|
| 6th grade | Fall: 81% | Fall: 19% |
| 7th grade | Fall: 78% | Fall: 22% |
| 8th grade | Fall: 73% | Fall: 27% |

6th grade Star Reading Screening Report Fall 2021 [\(sample questions\)](#)

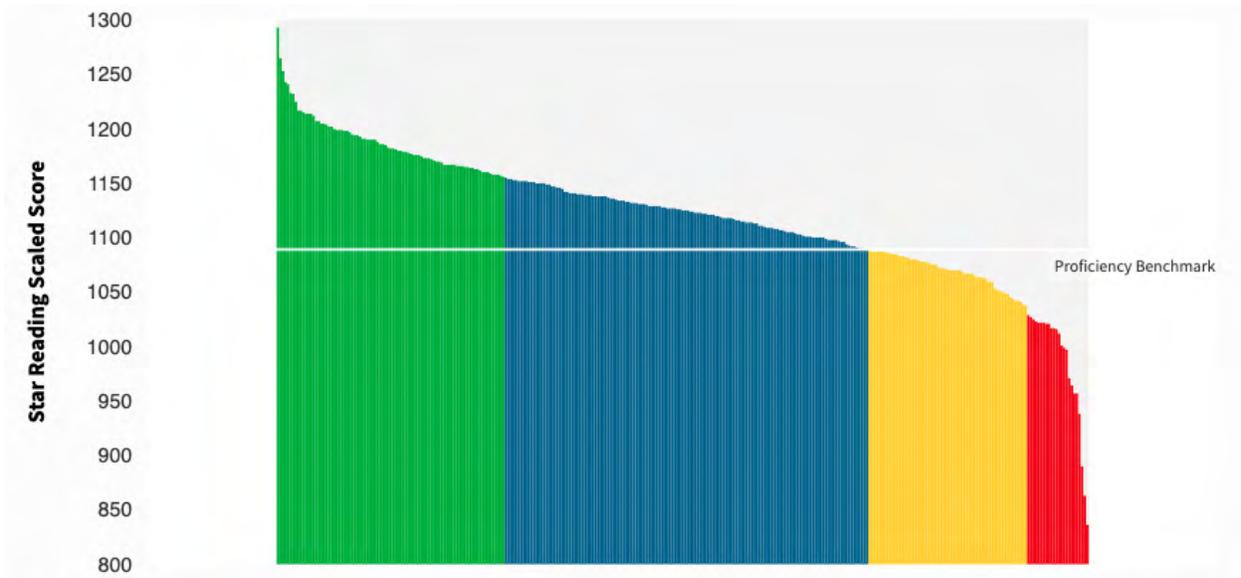


7th grade Star Reading Screening Report Fall 2021 [\(sample questions\)](#)



| Categories/Levels | Current Benchmark | Benchmark at Time of State Test | Students | |
|----------------------------|-------------------|---------------------------------|------------|------------|
| | Scaled Score | Scaled Score | Number | Percent |
| At/Above Benchmark | | | | |
| Level 4 | At/Above 1136 SS | At/Above 1149 SS | 77 | 31% |
| Level 3 | At/Above 1069 SS | At/Above 1082 SS | 119 | 47% |
| Category Total | | | 196 | 78% |
| Below Benchmark | | | | |
| Level 2 | Below 1069 SS | Below 1082 SS | 37 | 15% |
| Level 1 | Below 1024 SS | Below 1037 SS | 19 | 8% |
| Category Total | | | 56 | 22% |
| Students Tested | | | 252 | |
| Students Not Tested | | | 19 | |
| Total Students | | | 271 | |

8th grade Star Reading Screening Report Fall 2021 [\(sample questions\)](#)



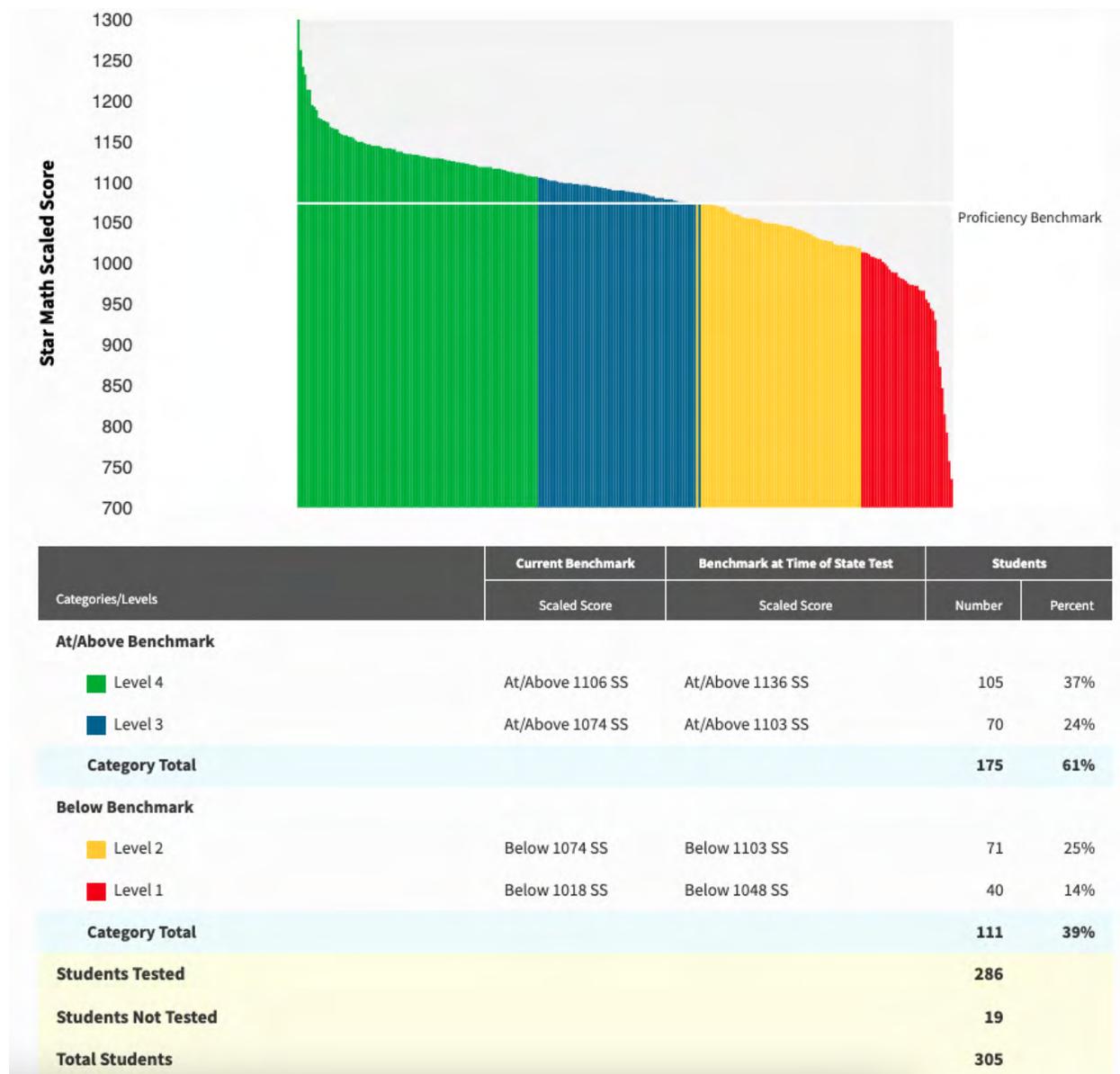
| Categories/Levels | Current Benchmark | Benchmark at Time of State Test | Students | |
|---|-------------------|---------------------------------|------------|------------|
| | Scaled Score | Scaled Score | Number | Percent |
| At/Above Benchmark | | | | |
| ■ Level 4 | At/Above 1156 SS | At/Above 1166 SS | 89 | 28% |
| ■ Level 3 | At/Above 1089 SS | At/Above 1098 SS | 142 | 45% |
| Category Total | | | 231 | 73% |
| Below Benchmark | | | | |
| ■ Level 2 | Below 1089 SS | Below 1098 SS | 62 | 20% |
| ■ Level 1 | Below 1032 SS | Below 1041 SS | 24 | 8% |
| Category Total | | | 86 | 27% |
| Students Tested | | | 317 | |
| Students Not Tested | | | 11 | |
| Total Students | | | 328 | |

Fall 2021 Star Math Reports

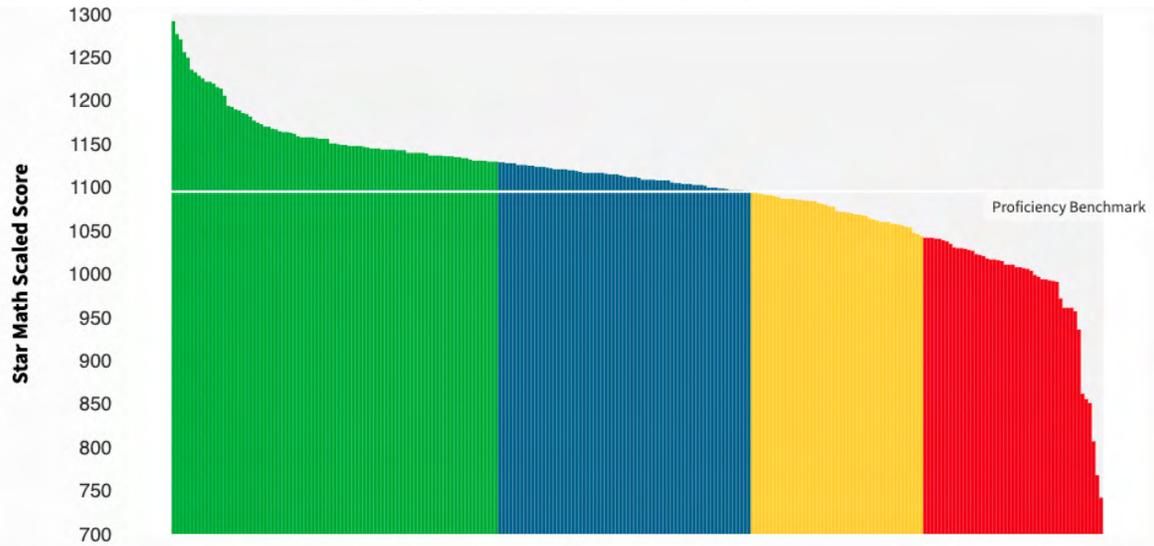
Overall Data Fall '21

| | At/ Above Benchmark | Below Benchmark |
|-----------|---------------------|-----------------|
| 6th grade | 61% | 39% |
| 7th grade | 62% | 38% |
| 8th grade | 59% | 41% |

6th grade Star Math Screening Report Fall 2021 ([sample questions](#))

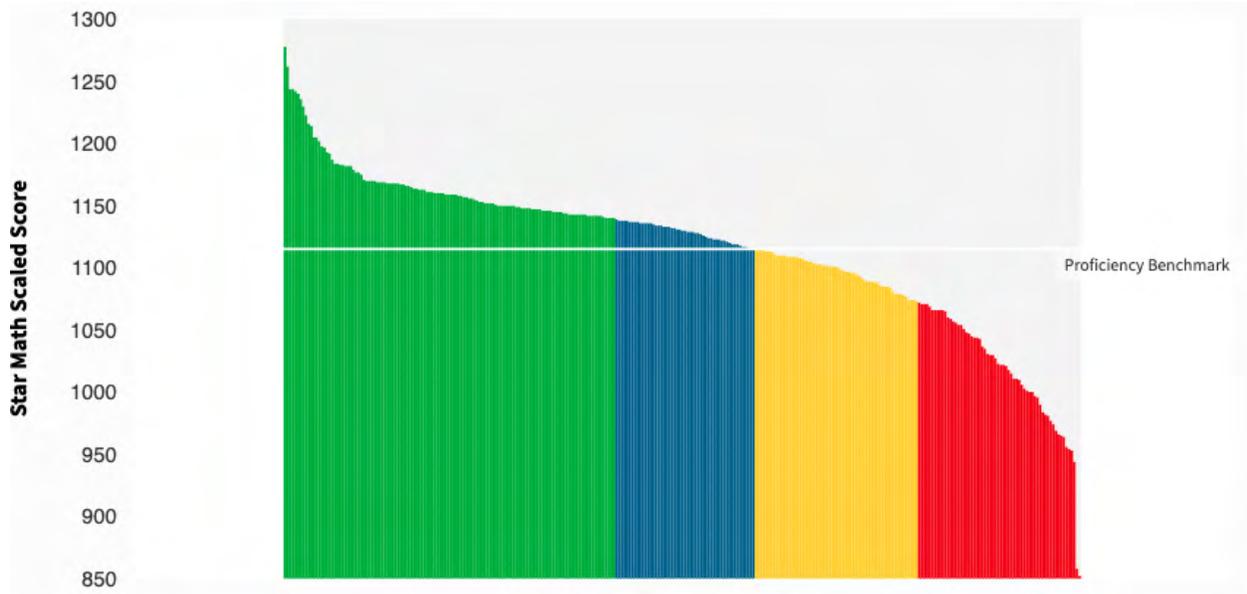


7th grade Star Math Screening Report Fall 2021 [\(sample questions\)](#)



| Categories/Levels | Current Benchmark | Benchmark at Time of State Test | Students | |
|----------------------------|-------------------|---------------------------------|------------|------------|
| | Scaled Score | Scaled Score | Number | Percent |
| At/Above Benchmark | | | | |
| Level 4 | At/Above 1129 SS | At/Above 1152 SS | 89 | 35% |
| Level 3 | At/Above 1095 SS | At/Above 1118 SS | 69 | 27% |
| Category Total | | | 158 | 62% |
| Below Benchmark | | | | |
| Level 2 | Below 1095 SS | Below 1118 SS | 47 | 19% |
| Level 1 | Below 1043 SS | Below 1065 SS | 49 | 19% |
| Category Total | | | 96 | 38% |
| Students Tested | | | 254 | |
| Students Not Tested | | | 17 | |
| Total Students | | | 271 | |

8th grade Star Math Screening Report Fall 2021 [\(sample questions\)](#)



| Categories/Levels | Current Benchmark | Benchmark at Time of State Test | Students | |
|----------------------------|-------------------|---------------------------------|------------|------------|
| | Scaled Score | Scaled Score | Number | Percent |
| At/Above Benchmark | | | | |
| Level 4 | At/Above 1139 SS | At/Above 1155 SS | 126 | 42% |
| Level 3 | At/Above 1115 SS | At/Above 1131 SS | 53 | 17% |
| Category Total | | | 179 | 59% |
| Below Benchmark | | | | |
| Level 2 | Below 1115 SS | Below 1131 SS | 62 | 20% |
| Level 1 | Below 1073 SS | Below 1089 SS | 62 | 20% |
| Category Total | | | 124 | 41% |
| Students Tested | | | 303 | |
| Students Not Tested | | | 25 | |
| Total Students | | | 328 | |