

School Year: **2022-23**



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	May 18, 2022	

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 to achieve greater student outcomes for all students and our subgroups that are currently not meeting outlined benchmarks. We explicitly aim to increase outcomes for our BIPOC (Black and Indigenous People of Color) students.

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 closure or other related limitations)

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 as well. Visual and Performing Arts classes, PE, and most 6th grade academic classes are visited informally during our school tours. Each year, our School Site Council has at least one learning walk to visit classrooms as part of our monitoring of strategies implemented to support student learning.

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, Visual and Performing Arts, Physical Education, Special Education, and Counseling). Our area of focus supports 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.09%	%	%	1		
African American	4.84%	4.7%	5.73%	54	50	52
Asian	8.51%	10.1%	9.69%	95	106	88
Filipino	0.81%	0.8%	0.66%	9	8	6
Hispanic/Latino	21.59%	20.3%	21.26%	241	214	193
Pacific Islander	0.09%	0.2%	0.11%	1	2	1
White	50.72%	50.4%	49.12%	566	531	446
Multiple/No Response	12.01%	12.0%	13.22%	134	126	120
	Total Enrollment			1,116	1,054	908

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	363	311	306
Grade 7	399	356	270
Grade 8	354	387	332
Total Enrollment	1,116	1,054	908

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 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	77	53		6.9%	5.0%	
Fluent English Proficient (FEP)	189	177		16.9%	16.8%	
Reclassified Fluent English Proficient (RFEP)	9	20		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

Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	919	787	36%	14%

Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	919	340	32%	63%

Conclusions based on this data:

1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	391	291		379	0		379	0		96.9	0.0	
Grade 7	348	340		335	0		335	0		96.3	0.0	
Grade 8	338	367		323	0		323	0		95.6	0.0	
All Grades	1077	998		1037	0		1037	0		96.3	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2601.			47.23			34.56			11.35			6.86		
Grade 7	2621.			45.97			30.15			15.82			8.06		
Grade 8	2642.			45.20			34.06			14.24			6.50		
All Grades	N/A	N/A	N/A	46.19			32.98			13.69			7.14		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	51.72			35.88			12.40		
Grade 7	50.45			35.22			14.33		
Grade 8	55.42			35.29			9.29		
All Grades	52.46			35.49			12.05		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	48.81			44.06			7.12		
Grade 7	59.10			33.43			7.46		
Grade 8	52.32			38.70			8.98		
All Grades	53.23			38.96			7.81		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	34.30			60.69			5.01		
Grade 7	29.25			60.90			9.85		
Grade 8	39.01			55.42			5.57		
All Grades	34.14			59.11			6.75		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	53.30			39.58			7.12		
Grade 7	52.54			38.51			8.96		
Grade 8	53.87			38.39			7.74		
All Grades	53.23			38.86			7.91		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 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.
- 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	391	291		380	0		380	0		97.2	0.0	
Grade 7	348	340		335	0		335	0		96.3	0.0	
Grade 8	338	367		322	0		322	0		95.3	0.0	
All Grades	1077	998		1037	0		1037	0		96.3	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2582.			42.11			21.58			22.63			13.68		
Grade 7	2602.			42.09			25.07			16.12			16.72		
Grade 8	2642.			53.11			16.46			16.77			13.66		
All Grades	N/A	N/A	N/A	45.52			21.12			18.71			14.66		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	46.05			33.42			20.53		
Grade 7	51.64			25.67			22.69		
Grade 8	58.07			23.60			18.32		
All Grades	51.59			27.87			20.54		

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	42.63			41.05			16.32		
Grade 7	45.37			39.10			15.52		
Grade 8	54.04			31.99			13.98		
All Grades	47.06			37.61			15.33		

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	44.74			37.11			18.16		
Grade 7	42.99			47.16			9.85		
Grade 8	50.00			39.13			10.87		
All Grades	45.81			40.98			13.21		

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1555.8	1570.3		1575.9	1581.8		1535.0	1558.5		22	16	
7	1575.8	1591.8		1587.9	1617.1		1563.2	1566.1		24	20	
8	1640.1	1588.6		1667.2	1628.5		1612.9	1548.5		14	13	
All Grades										60	49	

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	45.45	56.25		40.91	18.75		9.09	12.50		4.55	12.50		22	16	
7	33.33	65.00		54.17	20.00		12.50	10.00		0.00	5.00		24	20	
8	57.14	53.85		42.86	30.77		0.00	7.69		0.00	7.69		14	13	
All Grades	43.33	59.18		46.67	22.45		8.33	10.20		1.67	8.16		60	49	

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	90.91	68.75		0.00	18.75		4.55	6.25		4.55	6.25		22	16	
7	83.33	75.00		8.33	20.00		8.33	0.00		0.00	5.00		24	20	
8	92.86	69.23		7.14	23.08		0.00	0.00		0.00	7.69		14	13	
All Grades	88.33	71.43		5.00	20.41		5.00	2.04		1.67	6.12		60	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	18.18	37.50		31.82	37.50		36.36	0.00		13.64	25.00		22	16	
7	16.67	35.00		37.50	40.00		41.67	15.00		4.17	10.00		24	20	
8	14.29	30.77		78.57	23.08		7.14	38.46		0.00	7.69		14	13	
All Grades	16.67	34.69		45.00	34.69		31.67	16.33		6.67	14.29		60	49	

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	36.36	43.75		54.55	43.75		9.09	12.50		22	16	
7	16.67	35.00		70.83	50.00		12.50	15.00		24	20	
8	35.71	53.85		64.29	30.77		0.00	15.38		14	13	
All Grades	28.33	42.86		63.33	42.86		8.33	14.29		60	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	90.91	86.67		4.55	13.33		4.55	0.00		22	15	
7	100.00	90.00		0.00	5.00		0.00	5.00		24	20	
8	92.86	92.31		7.14	0.00		0.00	7.69		14	13	
All Grades	95.00	89.58		3.33	6.25		1.67	4.17		60	48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	13.64	37.50		40.91	31.25		45.45	31.25		22	16	
7	12.50	45.00		66.67	40.00		20.83	15.00		24	20	
8	28.57	46.15		71.43	7.69		0.00	46.15		14	13	
All Grades	16.67	42.86		58.33	28.57		25.00	28.57		60	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	50.00	43.75		45.45	50.00		4.55	6.25		22	16	
7	16.67	30.00		79.17	65.00		4.17	5.00		24	20	
8	7.14	7.69		92.86	84.62		0.00	7.69		14	13	
All Grades	26.67	28.57		70.00	65.31		3.33	6.12		60	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1054	17.6	5.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	5.0
Foster Youth		
Homeless	2	0.2
Socioeconomically Disadvantaged	186	17.6
Students with Disabilities	134	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	4.7
American Indian or Alaska Native		
Asian	106	10.1
Filipino	8	0.8
Hispanic	214	20.3
Two or More Races	126	12.0
Native Hawaiian or Pacific Islander	2	0.2
White	531	50.4

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

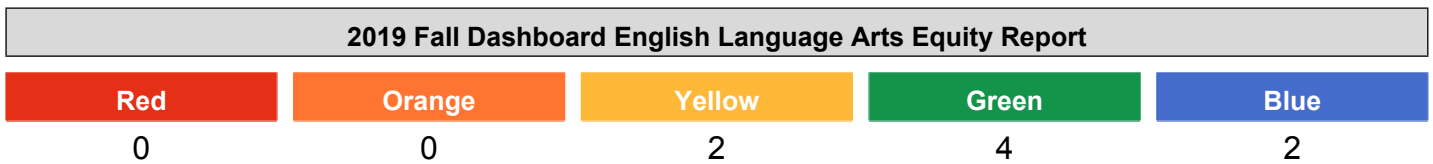
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 17.2 points above standard Increased ++7 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 88.1 points above standard Declined -3 points 85	 No Performance Color 87.9 points above standard Increased Significantly ++20.2 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:

1. 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.
2. 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.
3. We will continue to provide support to our English Learners.

School and Student Performance Data

Academic Performance Mathematics

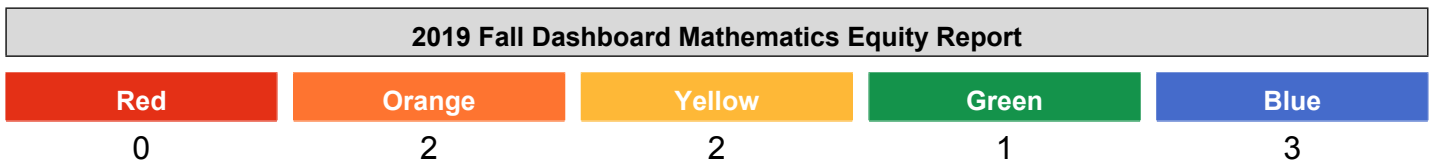
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 24.5 points below standard Declined -9.7 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 91.3 points above standard Maintained ++1.6 points 85	 No Performance Color 77.5 points above standard Increased Significantly ++27.5 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

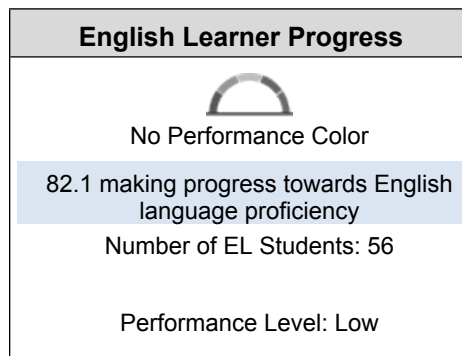
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.5	14.2	16.0	66.0

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

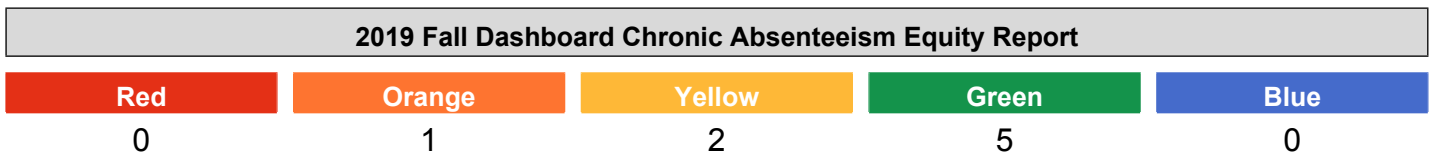
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. 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

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

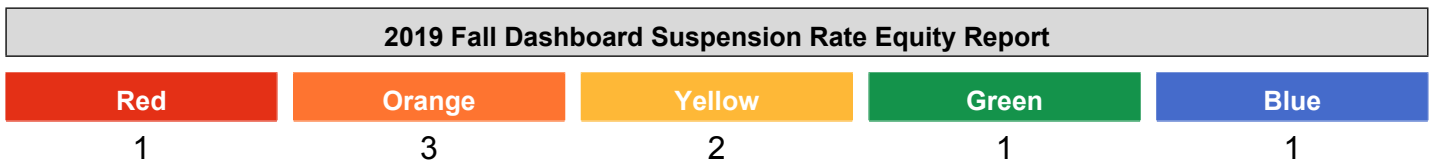
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Learners) 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 2023, 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 2023, 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 2023, 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)

69239

Source(s)

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

Site Formula Funds
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.)
& Professional Memberships

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)
4750	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)
1000	Site Formula Funds 4000-4999: Books And Supplies
1000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures
2800	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
500	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)	Source(s)
6215	Other 4000-4999: Books And Supplies Lottery funds
500	Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-22

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. The CAASPP data from spring 2022 may inform some changes. Based on IAB and STAR data throughout the school year, most students are making academic progress. There is a need to look at systemic changes to address the needs of the small percentage of students that are not making academic gains.

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 2023, 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 2021-2022 = 52% reclassified	SMART GOALS: By June 2023 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 2023, Reclassify 100% of students who entered LMS already meeting two of the three reclassification criteria in the fall of 2021.</p> <p>By June 2023, Reclassify 100% of students who entered LMS already meeting one of the three reclassification criteria in Fall of 2020.</p> <p>By June 2023, 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 2023, 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 2023, 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)
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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. (Has not been held since Spring 2019 due to COVID -19 restrictions but should be held in Fall or Spring of the 22-23 school year.

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)

650

Stretch Grant (Ed Foundation)
5000-5999: Services And Other Operating Expenditures
Translation & Interpretation services for languages other than Spanish

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

Celebrate the accomplishments of students who earn reclassification. This will either be done at the International Day Potluck or in separate ceremony.

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: 2021-22

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 school wide approaches, many of the expenditures are listed under

goal #1. However, it would be beneficial to the EL students to have a full time instructional assistant to support them throughout the day. Our bilingual IA was able to be full time during the 21-22 school year due to COVID related needs, and it made a big difference for students. Our community has many diverse needs. We currently share a Bilingual Community Liaison with Olympic HS and the PPBL on the Obama site. It would be most ideal for the LMS community to have a BCL on site five days per week.

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. Our reclassification rates continue to improve.

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 2023, 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 2023, favorably increase School Climate Survey results by at least 10%. By June 2023, 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 2023, 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 for students, 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)
4500	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)

15160

Source(s)

Stretch Grant (Ed Foundation)
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 - staff 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)

3448.20

Source(s)

Stretch Grant (Ed Foundation)
1000-1999: Certificated Personnel Salaries

4250

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	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
1458	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries

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)
2000	Site Formula Funds 4000-4999: Books And Supplies
2896	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4250	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)
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6896	Site Formula Funds 1000-1999: Certificated Personnel Salaries
6832.65	Stretch Grant (Ed Foundation) 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)
1000	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 (\$2700) outreach with our special education students (intensive, social skills and life skills programs), and After School Drama Program (\$3500).

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)
6200	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Roads to Respect presentation dealing with issues around sexual harassment, consent, etc and is grade level appropriate and different for each grade level. The curriculum is taught by an outside educator and will take three consecutive class periods. This was in place pre pandemic. If they aren't available, for fall 22-23, another partner will be identified.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Stretch Grant (Ed Foundation)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15610

Source(s)

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

Annual Review

SPSA Year Reviewed: 2021-22

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 on campus school activities to engage students. 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 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.

For 21-22, we were dealing with the pandemic and held some of our planned activities virtually. We held events in person when we could do so safely (Camp LMS, GYSD, Movie Nights, Community Picnic, Theatre, Student Clubs, VAPA Concerts, Open House, Reclassification Ceremony, Honorary Service Awards, and more) For 22-23 the goal is to have as many in person events and meetings as possible in accordance with LACDH guidelines, and move away from virtual meetings.

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	\$170,854.85

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 (\$)
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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	\$87,885.00
Stretch Grant (Ed Foundation)	\$60,644.85

Subtotal of state or local funds included for this school: \$170,854.85

Total of federal, state, and/or local funds for this school: \$170,854.85

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
Nallely Gutierrez	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 Viera	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 May 18, 2022.

Attested:



Principal, Florence Culpepper Richardson on 5/18/2022

SSC Chairperson, Nicole Wolfe on 5/18/2022

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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



English Learner Advisory Committee (ELAC)

Lincoln Middle School

Date of ELAC meeting: 5/05/2022

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

I. Welcome/Norms, Meeting called to order at:

Principal Culpepper welcomed parent and meeting called to order by Ludmila at **8:39am**

II. Review and approve MEETING MINUTES:

- a. February Minutes- Ludmila made a motion to approve February minutes, Seconded by Ruhsen, all approved, motion passed approved.
- b. March Minutes- Ludmila made a motion to approve March minutes, Seconded by Ruhsen, all approved, motion passed approved.

III. ELAC Mandated Topic(s):

a. SPSA: slide show available upon request to view.

-SPSA motioned for approval by Ludmila and Seconded by Chaltu- Motion passed.

Part of the SPSA plan is to provide assistance and make sure all EL sections are being accomplished. We now have a full time Bilingual Assistant for our students. Make sure teachers know who their EL students are and if they need to be reclassified. We are still working on having a full time Bilingual Community Liaison instead of sharing with another site. We are hoping that next year we can host our International Potluck since we still have COVID restriction for food items and can only be store bought. We will have a small gathering to celebrate our reclassified students.

b. 2022-23 Budget Overview:

We went from having a part time to a full time Bilingual Assistant. EL support and resource funding available if teachers were to need it. We are including funding to have other interpreters available as vendors since we have other languages other than Spanish.

-2022-23 Budget motioned for approval by Ruhsen and Seconded by Chaltu- Motion passed.

c. End of Year Activities:

1. 5/18 reclassification Ceremony
2. June is full of activities for our 8th graders. Promotion will be on June 8th.

IV. ELAC Discussion/ Recommendation:

a. Elections - new board: We are still seeking new members to fill our board since this is Ludmila's last year at LMS. We continue to have Maria as our DELAC representative.

-it was recommended that next year we conduct a survey if parents want the meeting in person, hybrid or just on zoom and what time works best for them.

V. DELAC Report:

Nallely: Dr. Kelly was at our last meeting and explained what the criterias are when hiring EL teachers.

District will be hosting a district wide ceremony for all students reclassifying on May 21st.



VI. Other presentation(s) (Summary):

VII. Public Comments: N/A

VIII. Announcements: (Summary): Next ELAC will be next school year of 2022-23

IX. Closure: The meeting was adjourned at 9:25am

In Attendance: Florence Culpepper - Principal, Ludmila Prokofyeva- ELAC President, Maria Barranco - DELAC Representative, Nora Meer - Milana, Ruhsen Ozcaglayan - Berra, Chaltu Hunde - Amensisa, Nallely Gutierrez- Community Liaison/ Interpreter

Submitted by: *N. Gutiérrez- Community Liaison at Lincoln Middle School*



Comité para Estudiantes de Aprendizaje de Inglés (ELAC)

Escuela: Lincoln Middle School

Fecha de la junta: 17/3/2022

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

I. Bienvenidas/Normas: La junta se llamó al orden a las:

La directora Culpepper dio la bienvenida a todos en asistencia, la reunión comenzó a las 8:39 pm

II. Repasar y aprobar las MINUTAS anteriores:

a. Minutas de Febrero- Ludmila hizo la moción para aprobar las minutas de febrero, secundada por Ruhsen, todos aprobaron, la moción pasó a aprobarse. *Se aprobó la minuta de febrero.*

b. Minutas de marzo- Ludmila hizo la moción para aprobar las minutas de marzo, secundada por Ruhsen, todos aprobaron, la moción pasó a aprobarse..*Se aprobó la minuta de marzo.*

III. Temas Obligatorios de ELAC:

a. SPSA: Las diapositivas están disponibles si se pide para repasar.

-Se hizo la moción para aprobar el SPSA por Ludmila, secundada por Chaltu, Se aprobó la moción Parte del plan SPSA es brindar asistencia y asegurarse de que se cumplan todas las secciones de EL. Ahora tenemos una asistente bilingüe de tiempo completo para ayudar a nuestros estudiantes. Asegurarse que todos los maestros sepan quienes son estudiantes de EL y si necesitan ser reclasificados. Seguimos trabajando para tener una intermediaria bilingüe de tiempo completo en vez de compartir con otros sitios. Esperamos que el próximo año podamos tener nuestro convivio internacional ya que debido a las restricciones de COVID hacia los alimentos y solo podía ser comprado en una tienda. Tendremos un convivio pequeño para celebrar a nuestros estudiantes que han reclasificado.

b. Resumen del Presupuesto 2022-23:

Pasamos a tener una asistente bilingüe de medio tiempo a tiempo completo. Apoyo de EL y fondos de recursos disponibles si los maestros lo necesitaran. Incluimos fondos para tener otros intérpretes disponibles como contratistas independientes ya que tenemos otros lenguajes aparte del español.

c. Actividades de fin de año:

1. 5/18 Ceremonia de reclasificación

2. Junio es un mes lleno de actividades para los del octavo grado.

La Ceremonia de Promoción será el 8 de junio 8th.



IV. Discusión y Recomendación de ELAC:

a. Elecciones - nueva mesa directiva: Todavía estamos buscando a nuevos miembros para llenar nuestra mesa directiva ya que este es el último año de Ludmila en Lincoln. Continuamos teniendo a María como nuestra representante de DELAC.

-Se recomendó que el próximo año realicemos una encuesta para ver si los padres quieren la reunión en persona, via zoom o híbrida, y a que hora les conviene reunirse.

V. Informe de DELAC:

Nallely: El Dr. Kelly estuvo en nuestra última junta y explicó cuáles son los criterios para contratar a un maestro de EL. El distrito tendrá una ceremonia para todos los estudiantes del distrito que se están reclasificando el 21 de mayo.

VI. Otras Presentaciones (resumen):

VII. Comentarios Públicos: N/A

VIII. Anuncios: *Próxima junta de ELAC:* será el próximo año escolar 2022-23

IX. Clausura: La clausura de la junta fue a las: 6:40 pm

Presentes: Florence Culpepper - Directora, Ludmila Prokofyeva- Presidente de ELAC, Maria Barranco - Representante DELAC, Nora Meer - Milana, Ruhsen Ozcaglayan - Berra, Chaltu Hunde - Amensisa, Nallely Gutierrez- Intermediaria bilingüe / Intérprete

Sometido por: N. Gutiérrez - Intermediaria bilingüe de la secundaria de Lincoln