

# Lincoln Middle School

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-2020**

<b>CDS Code</b>	016119-6090054
<b>Principal Name</b>	Michael Hans
<b>Telephone Number</b>	510-748-4018
<b>Address</b>	1250 Fernside Blvd. Alameda, CA 94501
<b>E-mail</b>	mhans@alamedaunified.org
<b>Fax</b>	510-523-6217
<b>Website Link</b>	<a href="https://lms-alamedausd-ca.schoolloop.com">https://lms-alamedausd-ca.schoolloop.com</a>
<b>SARC Link</b>	<a href="https://alamedausd-ca.schoolloop.com/file/1514016404908/1531973283864/5905766061448619483.pdf">https://alamedausd-ca.schoolloop.com/file/1514016404908/1531973283864/5905766061448619483.pdf</a>
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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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# School Profile

## **School Mission and Vision**

**Mission Statement:** Lincoln Middle School meets the needs of students in academic, social and physical development. It prepares competent, respectful citizens with a positive self image, who are able to meet the challenges of a multi-cultural and diverse community and world.

## **Our Vision**

Strive to provide a safe and supportive environment for learning for all of our students. We will work with each student as a whole person with personal, social, physical, and intellectual needs, and to create an environment that is respectful of each student's culture, gender, beliefs, and/or other individual differences. We will do all of this within an educational setting that promotes cooperative effort, provides a challenging and engaging curriculum, celebrates diversity, and has high expectations for all students.

## **Executive Summary**

Welcome to Lincoln Middle School. With a population around 880 students, Lincoln's enrollment reflects the diversity of Alameda. Our experienced teaching staff collaborates on a weekly basis to discuss instructional practices relative to the needs of our student population. Our parent/guardian community is extremely active and involved in the ongoing improvement projects as well as supporting of our educational programs. Financial support is achieved through a strong fund-raising campaign through PTA and direct donations.

Parents/guardians provide daily on campus support as volunteers in classrooms and our media center. In addition to our strong core subjects, we provide a wide range of elective classes including, but not limited to, Engineering, Art, Drama, three levels of Band and an Orchestra class. We also offer three high school level World Languages including French, Spanish and Mandarin. During lunch we have a wide variety of close to twenty student clubs including Book Club, Gay/Straight Alliance and Lego Club. Some clubs take place after school such as Running and Golf clubs. Lincoln is in year four of our Positive Behavior Intervention and Support (PBIS) program.

Our focus is to create a positive and welcoming learning environment for all community members. We teach our students social behavior like we teach our academics in an effort to increase participation, academic success and strive to limit the use of exclusionary discipline. Our PBIS initiative has allowed us to revamp our school rules. We expect every community member to follow our four expectations which are: Be Safe, Be Responsible, Be Respectful and Be an Ally. In the 2018-2019 school year we have begun to incorporate restorative practices, such as community circles, in order to foster a safe a welcoming environment that allows students to learn from each other and gain a deeper understanding on each members impact on the entire community.

Our greatest progress has been in the implementation of providing the least restrictive environment for all students. For the past five years we have made great strides in revamping our Master Schedule by creating an educational environment that allows the flexibility for students to receive whatever support they need while still providing a majority of classes with our diverse blended population. This is best demonstrated by our English Learners, students with 504 plans and our students with Individual Education Plans (IEPs) are spread throughout our schedule. This inclusionary shift stimulated the interest of our teachers to be invested in a variety of professional development opportunities. Trainings have been focused on how every teacher can meet the needs of every student. Our students have the opportunity to be included in diverse learning environments where students are included and encouraged to work together and learn for one another no matter what their challenges may be.

Our belief in offering the least restrictive environment is also connected to our great need. We can do more and we will. Data analysis reveals that we are having performance issues with our Limited English Proficient (LEP) students along with our students who have IEPs. Our Master Schedule for the 2019-2020 school year will take our inclusionary beliefs one step even further. We will no longer offer specialized social studies classes. Students with IEP's will have even greater exposure to general education classes and the majority having a major reduction to the percentage of specialized instruction they will receive. A significant number of students with IEP's will have more than half of their classes in general education classes. Our efforts to providing the necessary supports that our students need is also demonstrated in the fact that our Master Schedule will offer Specialized Academic Support for our Limited English Proficient students. Previously, these students were placed in an Academic Support class or an English development class, it had to be one or the other. Now these students who have both language acquisition needs along with learning challenges will be supported like they have never been before.

Michael Hans, Principal

## Districtwide Goals

### **Excellence and Equity for ALL Students**

#### **Local Control and Accountability Plan (LCAP) Goals**

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2A:** Support all students in becoming college and work ready.
- Goal 2B:** Support all English Learners in becoming college and work ready.
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.



## **District Theory of Action**

### **If we:**

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

### **Through the following:**

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- For the 19-20 school year we have expanded our ELD classes to three. This will allow us to better serve our English Learner population with smaller class sizes and with classes that are focused on the students' specific language acquisition level. We will also place these support classes in our master schedule that will allow a smooth transition once the students are redesignated. To ensure a smooth transition the class with the majority of 6th graders for example, will be placed at the same time as our 6th grade elective wheel. For those students in 6th grade who get redesignated they will not have to change all of their teachers, but simply transition from their ELD class to one of the classes that is offered on the 6th grade wheel.
- The 19-20 school year will also see Lincoln offer an Strategic Academic Strategies (SAS) class for those students who have Individual Education plans. We have offered SAS classes in the past, but what makes this class unique is that it will be an SAS class for only our LEP students. In the past student who were both designated LEP and qualified for and IEP normally only received IEP supports and not an ELD class. Now we will be able to offer two supports at once and provide these students a greater opportunity to eventually get redesignated.
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

### **We will achieve the following:**

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

# Planned Improvements in Student Performance:

## LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

### Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
<u>Chronic Absenteeism</u> % of students who are absent 10% or more of their enrolled days		8.7%	3.3%	9.1%	4.6%	8%	5.1%	6%	4.6%
<u>Suspension Rate</u> % of students suspended anytime during the year		2.7%	2.6%	2.8%	2.9%	2.2%	2.3%	2%	1.7%
<u>Graduation</u> % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
<u>CHKS:</u> % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%		86%		88%		91%	
	7th	71%	80%	62%	73%	75%	80%	80%	85%
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

# School Site Analysis and Prioritized Actions (LCAP Goal 1)

## **Description of CURRENT school actions/services in support of LCAP Goal 1:**

### Lincoln Offers:

- ★ Health Office Assistant (HOA) staffed five days a week.
- ★ School Psychologists staffed four days a week.
- ★ 1.5 Counselors five days a week.
- ★ .5 Intervention Lead five days a week.
- ★ Alameda Family Services Counselor two days a week.
- ★ Anti-bias professional development for teachers both with district provided and site based trainings
- ★ Implementation of a Multi-Tiered System of Support (MTSS).
- ★ Coordination of Services Team (COST)
  - 1) Improved data collection and the creation of a data review teams.
  - 2) Individual and group at-risk counseling, given on a weekly basis.
- ★ Positive Behavior Interventions and Supports (PBIS) program
  - 1) The PBIS team is comprised of teachers, administrators and staff members, which meets monthly.
  - 2) The COST team which is comprised of two Counselors, School Psychologist, ELD Coordinator, two Administrators, which meets monthly.
  - 3) A streamlined expectation list for all members of the Lincoln community.
  - 4) The creation of lesson plans for how students can follow the expectations no matter the setting, these are given throughout the day the first week of school.
  - 5) Kick-Off PBIS assembly given at the end of the first week of school.
  - 6) Expectation Posters which have been distributed and displayed throughout the campus.
  - 7) Creation and Implementation of a reward system.
  - 8) Acknowledgement system utilized by all faculty and staff members.
  - 9) Weekly drawing and rewards for those students receiving acknowledgements
- ★ Before and after school study hall



## Data Analysis:

- A) Our ADA for the 16/17 school year was at 97.3%. While this is extremely high and one of the best ADA rates in the district we are still seeking improvement. We only have 2.9% of our students who have three or more unexcused absences. We currently have 5.1% or 46 of our 868 students chronically absent. Of that group of students...
  - 36% are because of long weekends or vacations.
  - 50% also have IEPs or 504 plans.
  - 7.5% are students who have been identified as being absent for frequent sickness or anxious.
- B) Our current suspension rate is at 2.3%, which is down .3% from this time last year. We have seen a consistent decrease in suspensions over the past three years. Counting all 898 of the students who attended Lincoln at some point this year we have suspended 21.
- C) We are looking for a steady increase in the percentage of students to report that they feel safe while at school as reported on student surveys. In 16/17 94% of the students surveyed stated that they reported safe at Lincoln Middle school.



## Needs Analysis:




- A. We need to improve our overall attendance, by lowering our chronically absent students.
  - a. The plan for next year is to continue to focus on our family education concerning attendance. We need our parent/guardian group to have a deeper understanding as to what are the rules and regulations concerning student attendance. We will also need to instruct our families on the negative impact that student absences has on not only their individual student, but on the class and the overall school impact with a loss of ADA.
  - b. We also need to have a focused discussion and several trainings concerning contracted study. There is a true lack of understanding around contracted student and even though the school site has tried to post articles in the weekly newsletter and on the website we have not seen an expansion of understanding from our families. As we see a more educated parent/guardian population surrounding contracted study we believe we will see an immediate impact in the use of contracted studies.
  - c. Seeing as how 50% of our chronically absent students also have IEPs, there is a strong need to train our Case Managers on the impact of student absences. In 19-20 we will have each case manager set aside a period of time in each initial IEP meeting to discuss absences and the importance of attendance.
- B. Decrease interruptions of learning
  - a. Lower the Suspension Rate.
    - i. This can be achieved through a continued expansion of our PBIS Tier 1 and Tier 2 supports.
      - 1. Student representatives were added to our team this in in the form of several students providing regular input and feedback to our PBIS lead teacher. These "PBIS Kids" have made student lead presentations during a staff meeting and there were extremely influential in the creation and running of our PBIS student store which started in the 18-19 school year.
      - 2. Universal restorative practices that all teachers can use to support students in class (reflection forms and using timers for structured breaks)

3. We have tightened up the use of purple slips as a school based acknowledgement system. This along with other improvements to our PBIS outreach was demonstrating in the fact that Lincoln scored a 93% on their TFI for the 18-19 school year. The highest the school has ever scored and an significant jump from past scores.
- ii. We increased our COST team meetings to bi-monthly meetings soon as this is a recommended practice. We saw a significant growth in our Tier II score by doubling last years score.
  1. The team created an overarching action plan for their Tier 2 work.
  2. The team developed a written process for screening students for Tier 2 supports.
  3. The team determined the criteria from each data pathway (academic, attendance, behavior etc.) that would warrant COST referral.
  4. We provided several staff trainings on the COST process and data has showed a significant increase in the amount of teachers who are documenting pre-referral actions, referring students to COST.
  5. We have also created an intervention tab so that we can document COST referrals and monitor data.
  6. This year we also Implement CICO services, to minimal impact.
  7. The COST team does progress monitor all Tier 2 interventions in order to document the interventions and data in AERIES.
  8. We have had some parent/guardian information sessions in an attempt to education our families on the COST process. This too has been greeted with minimal success.
  9. Lincoln has had significant trainings to prepare of the upcoming transition to the AERIES system. By the end of the 18-19 school year will will have offered over three hours of professional development designed to expand each individual teachers understanding and the program. This has all been a goal to increase teachers ability to make parent contact prior to COST referral along with improving teacher communication and improvement of student data.
- C. Improve Student Perception of Safety on Campus.
  - a. We need to have a stronger showing in our student surveys. Our informal data shows that students believe this is a very safe school. Our goal is to lower the number of students who report not feeling safe on campus.
  - b. We have seen an increase in the number of completed student surveys in recent years. We are hoping that the data collected will point to ways we can create a safer learning community.




## Site Goals, Actions, and Metrics (LCAP Goal 1)




### Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		To lower our percentage of chronically absent students from 5.1% to 4.6% next year. If the total numbers remain the same that would be a drop from 46 to 40 students who are chronically absent.		
 <b>Metric(s) to Assess Impact</b>		A. Data on students missing school on Fridays and Mondays or vacations. B. Attendance data on students with IEPs and 504 plans. C. Collection of data on those students reporting frequent illness or anxious.		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.A1	Focus on parent/guardian education around the impact of attendance	Admin	Tier 1: All students	Before the start of school, back to school night, August newsletter
1.A2	Educate our parent/guardians around the procedures of contracted study	Attendance Specialist	Tier 1: All students	Before the start of school, back to school night, August newsletter
1.B1	Train our case managers on the impact of attendance.	Admin & Attendance Specialist	Tier 2: Students with IEPs and 504s	Before the start of school
1.B2	Require all case managers to include an attendance education section at every initial IEP and 504 meeting	Case Managers	Tier 2: Students with IEPs and 504s	Throughout the school year.
1B3	Develop an attendance goal for any student who is chronically absent and already has an IEP or 504 plan.	Case Managers	Tier 2: Students with IEPs and 504s	Throughout the school year.
1.C1	Meet with students who are frequently sick and/or report being anxious	Intervention Lead	Tier 3: Students who are frequently sick and/or anxious	Throughout the school year.



 <b>Site Goal B</b>		Decrease interruptions of learning by improving student behavior and having a reduction to our suspension rate.		
 <b>Metric(s) to Assess Impact</b>		Our current suspension rate is at 2.3%, which is down .3% from this time last year. We have seen a consistent decrease in suspensions over the past three years. Counting all 898 of the students who attended Lincoln at some point this year we have suspended 21.		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.B1	Implement PBIS strategies to reduce the number of students who are suspended.	PBIS Team and the Cost team.	All Students, but with a focus on the inappropriate number of students of color and/or have IEPs that get suspended.	
1.B2	Maintain the position of 50% At-Risk Counselor and 50% Intervention Lead in order to make a 1.0 FTE position.	Principal	At-Risk Counselor focuses on Tier 2 and Tier 3 students.	

 <b>Site Goal C</b>		We are looking for a steady increase in the percentage of students to report that they feel safe while at school as reported on student surveys.		
 <b>Metric(s) to Assess Impact</b>		In 16/17 94% of the students surveyed stated that they reported safe at Lincoln Middle school.		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.C1	Maintain the before and after school study hall program.	Principal/SSC/PTA	All students	
1.C2	Maintain our Campus Supervisor at a 1.0 FTE	Principal	All students	
1.C3	Pay for Para's to provide extra lunch support	Principal	All students	

## Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready

### Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners



### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
<u>Math SBAC</u> : Average Distance from Level 3 (Standard Met)	10.8	43.5	14.3	39.8	18		24	
<u>ELA SBAC</u> : Average Distance from Level 3 (Standard Met)	32.8	71.9	36.8	71.6	40		45	
<u>UC 'a-g' Completion</u> : % of 12th grade cohort that has met UC 'a-g' requirements	52.6%		53.3%		55%		60%	
<u>AP Exam Pass Rate</u> : % of Exams w/score of 3+ 10th & 12th students	68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course	45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway								



CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework								
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	25%	11%	29%	13%		15%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	51%	82%		84%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%		12%		6%		4%
	6th-8th	7%	2%	3%	4%	2%		2%
	9th-12th	10%		5%		4%		3%
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%		99%		100%
	6th-12th	76.3%		97%		98%		100%
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%		98%		100%
	6th-12th	63.2%		61%	63%	98%		100%

## School Site Analysis and Prioritized Actions (LCAP Goal 2)

### **Description of CURRENT school actions/services in support of LCAP Goal 2:**

- 1) Continue PD and support for IBD and SIM implementation Throughout the 2018-19 school year both the district office and site admin will provide.
- 2) Provide testing and data coordination to ensure proper placement of students into intervention and support classes. Throughout the 2018-19 school year the LMS Data Coordinator will be reviewing all of the student assessment data to determine placement into intervention and support classes.
- 3) Offer one section of Fusion, our reading comprehension support class
- 4) Offer one section of Math Workshop 6
- 5) Continue FOSS curriculum in Science classes
- 6) Lincoln teachers have been trained in Constructed Meaning, which is a professional development training that allows general education teachers to implement techniques and strategies to reach our English Learners.
- 7) Limited English Proficient students are placed in a designated ELD class.
- 8) 100% of general education ELs accessing CCSS in English in setting with English-only peers while also receiving appropriate designated ELD instruction aligned to ELD standards.

## Data Analysis:

Findings from the data analysis on the % of students demonstrating proficiency (Level 3 or 4) on state testing. Lincoln Middle School scored on the State SBAC ELA Proficiency extremely high with **687 of 856** students met or exceeded expectations on the state Smarter Balanced ELA exam, with a percentage score of **80.3%** of our students scored proficient or advanced. The Smarter Balanced ELA average distance from being met came in at **70.6** average distance from the minimum level 3 cut point on the SBAC ELA assessment. Under State SBAC Math Proficiency, Lincoln Middle School scored **586 of 853** of students who exceed expectations on the state Smarter Balanced math exam, The Smarter Balanced Math Average distance from being met was at **39.9**, which was down 2 sores from last year.

- 1) We **did not** meet our goal for both state assessments.
  - a) In ELA we scored 80.3% proficient, which is a decrease of 1.9%.
  - b) In Math we scored 68.7% proficient, which is a decrease of 2.7%.
- 2) Data used for our English Learner achievements included:
  - a) Site based English Learner data.
  - b) Site Master Schedule analysis
- 3) An extremely large number of our Limited English Proficient (LEP) students have been redesignated as Reclassification to Fluent English Proficient (RFEP).
  - a) **2015-2016 RFEPs: 12+**
  - b) **2016-2017 RFEPs: 14**
  - c) **2017-2018 RFEPs: 16**
  - d) **2018-2019 RFEPs: 11**
- 4) Every teacher has a significant number of LEP and RFEP students.
- 5) Over **80%** of our teachers have been trained in Constructed Meaning.
- 6) **98%** Of our Limited English Proficient students are placed in a designated ELD class. There are only two known exceptions.






## Needs Analysis:




- A. An increase in the % of students who demonstrated proficiency on State Achievement Tests in English and Math from the year before.
  - a. For ELA it would be an increase above 80% proficiency
  - b. For Math it would be an increase above 68%
- B. In 2018-19 we will score above our baseline for our 8th grade Science proficiency on State testing.
- C. Increase rate of reclassification of our English Learners (ELs) to Reclassified Fluent English Proficient (RFEP)




## Site Goals, Actions, and Metrics (LCAP Goal 2)

### Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		Increase the % of students who demonstrated proficiency on State Achievement Tests in English and Math from the year before.		
 <b>Metric(s) to Assess Impact</b>		<ol style="list-style-type: none"> <li>1. State SBAC ELA Proficiency rate</li> <li>2. The Smarter Balanced ELA average distance from being met.</li> <li>3. State SBAC Math Proficiency rate</li> <li>4. The Smarter Balanced Math average distance from being met.</li> </ol>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
2.A1	Continue PD and support for IBD, Constructed Meaning and SIM implementation	Site and district Admin	All students, but specifically at-risk and English learners.	
2.A2	Provide testing and data coordination to ensure proper placement of students into intervention and support classes.	Site Admin and Data Coordinator	All students	
2.A3	Offer one section of Math Workshop 6	Math Intervention teacher	Students who are demonstrating significant gaps in their math skills.	
2.A4	Offer one section of ELA Workshop 6	ELA Intervention teacher	Students who are demonstrating significant gaps in their reading and writing skills.	
2.A5	Offer four sections of Strategic Academic Strategies. One per grade level plus a section for LEP only students.	Site and district Admin	Students with IEPs that have ELA and Math specific goals.	

 <b>Site Goal B</b>		We will score above our baseline for our 8th grade Science proficiency on State testing.		
 <b>Metric(s) to Assess Impact</b>		State SBAC Science Proficiency		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
2.B1	Continue FOSS curriculum in Science classes	Site Admin and Science Department	All Students	
2.B2	Offer STEM elective wheel, which will include one trimester each of Environmental Science, Computers and Engineering.	Site Admin	Students who choose the STEM wheel.	

 <b>Site Goal C</b>		Increase rate of reclassification of our English Learners (ELs) to Reclassified Fluent English Proficient (RFEP)		
 <b>Metric(s) to Assess Impact</b>		The number of our Limited English Proficient (LEP) students have been redesignated as Reclassification to Fluent English Proficient (RFEP).		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
2.C1	Provide three sections of ELD classes for the 2019-20 school year.	Admin and Student Services	LEP students	
2.C2	Provide a section of Strategic Academic Support for those students with IEPs who happen to be Limited English Proficient as well.	Admin, Data Coordinator, school Psychologist	LEP students who have IEPs	
2.C3	Ensure 100% of LEP students are in designated ELD	Admin, Counselor, District Level ELD coordinator.	LEP students	
2.C4	Distribute LEP students throughout the Master Schedule	Site Admin	LEP students	

## Planned Improvements in Student Performance:

### LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

#### Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

#### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

AUSD uses the WestEd [California School Parents Survey \(CSPS\)](#) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	50%	62%	52%	70%		75%	
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	67%	84%	69%	85%		89%	
% of respondents reporting that they have attended one or more school or class event at school	90%	79%	94%	63%	95%		96%	

# School Site Analysis and Prioritized Actions (LCAP Goal 3)

## **Description of CURRENT school actions/services in support of LCAP Goal 3:**

- 1) Ensure that every student who has a School Loop account has a paired adult account as well.
- 2) Increase the distribution of PTA, SSC and ELAC information to all of our parents by way of mass emails and phone calls through Blackboard.
- 3) Increase the number of the families who participate in Parent engagement activities.

## **Data Analysis:**

- 1) Only 45 students who are registered on School Loop do not have a paired parent/guardian account, which is a drop of 2% from last year's count. Of those 45 students, 23 are students with IEPs.
- 2) For the 18-19 school year Lincoln made 107 mass phone calls or emails through the blackboard system. That equates to 33,240 phone or email massages.
- 3) Through a series of five elac meetings we averaged over eight attendees per meeting. We also saw a growth in our parent/guardian run Art Docent program, which is ran through our PTA. We have now expanded the Art docent program to all three grade levels. This used to only be a 6th grade CORE parent program and now we have close to almost a dozen of lessons that are ready for each grade level.

## **Needs Analysis:**




- 1) Less than 2% of our student body doesn't have an active School Loop account, but 5% of our student body did not have a paired adult account. The majority of those students who did not have a paired adult also had an IEP. As we make the transition away from School Loop and towards the Aeries student information platform we need to do a better job making sure our parent/guardian population are aware and trained in how to create a parent account. We also to need to make a concerted effort to inform our parent/guardians during IEP meetings about the need to have a paired account.
- 2) This was the largest amount of home communication that has ever gone out from Lincoln Middle School. Our weekly phone calls, weekly newsletters and frequent mass emails reached more families more often than ever before. Less than 9% of the families have opted out of the weekly phone call and many have reported how useful those phone call were for the family in order to help plan out the week and be informed as to school activities.
- 3) We have always been aware that our PTA and SSC information is not distributed to a large number of families. Setting up a partnership with the school and its Blackboard software will allow greater distribution of information to all of our families.









## Site Goals, Actions, and Metrics (LCAP Goal 3)

### Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		Increase the number of students who have a paired adult within our information system.		
 <b>Metric(s) to Assess Impact</b>		Aeries Portal Data		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
3.A1	Increase promotion of Aries at registration and textbook pick up.	Admin and Office Staff	All students, but with a focus on our students with IEPs.	
3.A2	After the first month review the Aeries data for students without a paired adult.	Admin and Office Staff	All students, but with a focus on our students with IEPs.	
3.A3	Office staff will contact the families to ensure a paired adult is made with each student.	Office Staff	All students, but with a focus on our students with IEPs.	

 <b>Site Goal B</b>		Continue to use Aeries and Blackboard as our main communication tools to promote school events.		
 <b>Metric(s) to Assess Impact</b>		Record the number of emails and phone calls that are made.		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
3.B1	Ensure that multiple site personnel are trained in mass communication techniques using Aries and Blackboard.	Site Admin	All students	
3.B2	Send out a weekly newsletter through email.	Site Admin and Office Staff	All students	
3.B3	Send out a weekly phone call through Blackboard.	Site Admin and Office Staff	All students	

 <b>Site Goal C</b>		Promote PTA, SSC and ELAC events through multiple sources in order to increase greater family participation.		
 <b>Metric(s) to Assess Impact</b>		Sign in sheets from all of these groups.		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
3.C1	Creating multiple auto dialer phone calls notify when meetings and events are taking place.	Site Admin	All Students	
3.C2	Working to create announcements in other languages in an effort to increase awareness with our entire community.	Site Admin	ELD families	

## Summary of Expenditures to Achieve Site-Specific Goals

Site Budget Allocations		LCFF Base	
		\$21,240.00	



## Summary of Expenditures to Achieve Site-specific Goals

Action Number(s)	Target Student Group(s)	Expenditure Amount	Expenditure Type
		LCFF Base	
Total: Instructional Salaries Study Hall, Data Coordinator: Teacher Hourly and Substitute	All	\$10,620.00	Certificated Salary
Total: Instructional Benefits	All	\$2,548.00	Benefits
Total: Instructional Aid: Study Hall and lunch support: Para hourly	All	\$1,896.00	Classified Salary
Total: Instructional Aid Benefits	All	\$626.00	Benefits
Total: Campus Security 10% of FTE	All	\$3,461.40	Classified Salary
Total: Campus Security 10% of Benefits	All	\$1,694.90	Benefits
Total Supplies: Materials, Supplies for Instruction	All	\$394.00	Materials/Supplies
TOTAL		\$21,240.30	

## Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ N/A
Title I, Part A: Alternative Supports <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ N/A
Title I, Part A: Program Improvement - Professional Development <u>Purpose</u> : Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ N/A
Total amount of federal categorical funds allocated to this school	\$ N/A

# School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Michael Hans	M	700	English	Principal
Rebecca Baumgartner	F	700	English	Teacher
Jenny Hartigan	F	700	English	Teacher
Steve Allen	M	700	English	Teacher
Leslye Alexander	F	700	English	Teacher
Julie Kemp	F	700	English	Other Personnel
Cristina Gomez	F	600	English	Student
Nyah Stevenson	F	600/Hispanic	English	Student
Elek Strong	M	700	English	Student
Yvonne Elkins	F	700	English	Parent/Guardian
Stephanie Long	F	700	English	Parent/Guardian
Jolyn Stockton	F	700	English	Parent/Guardian
<b># of members representing Staff vs. Student and Parent/Guardian</b>				<b>6/6</b>

State Code	Race/Ethnicity	Description
100	American Indian or Alaskan Native	A person having origins of any of the original peoples of North and South America, and who maintains a tribal affiliation or community attachment.
200	Asian	A person having origins of the Asian Continent.
300	Hawaiian or other Pacific Islander	
400	Filipino	
600	Black or African American	A person having origins in any of the Black racial groups of Africa.
700	White	A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
999	Intentionally Left Blank	
Ethnicity	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South/Central American, or other Spanish culture or origin, regardless of race.

**\*50% of the SSC is elected parents, students and community members and 50% is elected school staff.**

**CALIFORNIA EDUCATION CODE Section 52012**

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: 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.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

## Site Validation Questions

1) Does the SSC composition meet the California Education Code (EC 52852)?

**Yes**

a) If not, what is needed?

**N/A**

2) Does the race/ethnic/primary language composition of the SSC reflect your school population?

**No**

a) If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

**We conducted a series of five English Learners Advisory Committee meetings. At each of those meetings we had a section on the agenda devoted to the Single School Plan. We would review current data and committee members were encourage to ask questions and give feedback on our goals and the data that was being collected to analyze those goals. We would also present our SSP to our PTA on occasion in order to report out goals and various data points throughout the school year.**

3) If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

**See the response above for the question #2**

# RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

**(Check those that apply):**

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on:

Attested:

Michael Hans



Signature of school principal

5/16/19

Date

Julie Kemp



Signature of SSC Chairperson

5/16/19

Date

# APPENDIX A: Special Education Addendum

**Question:**

*Are special education staff members providing support to general education students at your school site?*

*If so, please provide a description of the ways in which support/services are provided:*

For the 2019-2020 school year we have totally revamped our delivery model for our students with IEPs. We designed our SPED master schedule with the purpose to provide the least restrictive environment for all of our students who have IEPs. That meant that we would only offer History classes in a general education environment, similar to how we have been offering Science for the past decade or more. Student who were at a Strategic level for English would be placed in a History class with either Paraprofessional support or no support if not needed. Those students, who were at an Intensive level for English, would be placed in a co-taught History classroom. The same determination would be used for our Science classes. That means that going forward in our three co-taught History and three co-taught Science classes would have both a General Education teacher and a Special Education teacher providing instruction. The classes would be mixed with a maximum of ten students with IEPs and the remainder of the class roster filled with general education students. The SPED teachers in the co-taught classes would be expected to at times provide support to those general education students that were enrolled into those co-taught classes.