

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Lincoln Middle School

CDS Code: 016119-6090054

Principal Name	Michael Hans
Telephone Number	510-748-4018
Address	1250 Fernside Blvd. Alameda, CA 94501
E-mail	mhans@alameda.k12.ca.us
Fax	510-523-6217
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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: 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.

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 almost 850 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. The parent/guardian community of Lincoln Middle School is extremely active and involved in the ongoing improvement and support of the educational program. This is demonstrated through our PTA membership, strong fund-raising efforts and daily volunteerism on the campus, where parents/guardians can be seen in the classrooms, supervising the media center and/or monitoring our school's recycling program. We also have an active School Site Council and growing English Learners Advisory Committee.

What makes Lincoln a unique Middle School choice in Alameda is that in addition to providing students a strong academic foundation in English, Reading and Mathematics, we also provide a wide range of elective classes plus extracurricular enrichment opportunities. Some of the electives Lincoln has to offer includes Woodshop, Environmental Science, Art, Music, Drama and three different World Languages. Enrichment activities include a year round intramural sports program at lunch, over a dozen student run clubs including Juggling, Gay/Straight Alliance and Dance, and championship level sports teams through the Alameda Education Foundation.

Lincoln is in year three of our Positive Behavior Intervention and Support (PBIS) program. Our focus is to create a positive and welcoming learning environment. We teach our students social behavior like we teach our academics in an effort to increase participation, academic success and limit the loss of instruction through exclusionary discipline. Our PBIS initiative has enabled the school to revamp the school rules. Now, every member of our Lincoln community is expected to follow our four expectations which are: Be Safe, Be Responsible, Be Respectful and Be an Ally.

One element that I'm most proud of is the fact that Lincoln is the only school in the district that offers every level of Specialized Instruction that the district offers students. The 16/17 school year marked the transition of the district's Counseling Enriched Classroom (CEC) Program to Lincoln. This program was revamped into a joint partnership with the Seneca Mental Health Systems. This program is truly unique in that it offers daily counseling and support for our emotionally disturbed students. As we move to offer all of our students the least restrictive learning environment, Lincoln has become an example to other school as to how to best serve

the needs of all of our students. We have a very successful track record of serving our Hearing Impaired, Visually Impaired, Emotionally Disturbed, High functioning Autistic, Low functioning Autistic, and our Mild to Moderate Learning disabled students. We also provide academic supports such as our Fusion reading program for students reading two or more years below grade level. For the 2017/2018 school year we are going to offer Math Intervention for our grade level students who still need extra support.

Going forward into the 17-18 school year our greatest need is the development of both Tier 2 and Tier 3 supports. Fusion has served as a reading support class, but now it will be offered to both general education and students with IEPs. The Math Intervention classes will be used as a true support program. Students will be identified who need intensive math support and will be pulled from their elective classes on a short term (6 week) basis. The idea is to quickly identify learning gaps and build up their foundational knowledge so that they can be more successful in their grade level math class. Once the gaps have been filled, the students would then be quickly returned to the traditional elective schedule. We are also looking to expand the role of our At-Risk counselor. She will now be full time and provide expanded pull out services for group and individual counseling/coaching along with daily check in/out services for our most academically at-risk students.

While the data still shows that there are performance gaps amongst our student population, we have made significant gains in all areas. All of our sub-groups are performing higher than similar groups at the other middle schools. Over the past four years we have looked to increase supports and improve services for our low-income, English Learners and Foster youth. We are looking to continue those supports which include, but are not limited to, providing study hall three times a day and five days a week, expanding the population eligible for Fusion class and providing extra reading materials and supplies for those classrooms. By opening up the Master Schedule for all of our students so that our English Learners and students with IEP's are not constantly grouped together and isolated from the general education students, we have seen significant redesignation rates at Lincoln. I truly believe this is a result of having our English Learners being involved more with our Native English Speakers along with the implementation of Constructed Meaning strategies. We are also going to provide more collaboration time and for a larger group of teachers who have been trained in Constructed Meaning, which is our system of support for our English Learners in our general education classrooms. Lincoln will soon have over 50% of its staff trained in Constructed Meaning and once trained we will need to provide the ongoing professional development necessary for teaching practices to be reflective of the Constructed Meaning techniques.

Michael Hans, PRINCIPAL

School Website: <http://lms.alamedausd.ca.schoolloop.com>

School Accountability Report Card (SARC) link:

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 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- 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.

Instructional 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, 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
- 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 justice, culturally responsive curriculum and instructional strategies
- 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

GOAL 1: Eliminate barriers to student success and maximize learning time

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Identified districtwide 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

Metrics used to evaluate progress towards goal:

- Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year
- Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year
- Suspension Rate: % of students who have been suspended at any time during the current year in district
- Expulsion Rate: Percentage of students who have been expelled during the current year
- Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)
- High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school
- Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school
- High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school

Districtwide actions/services provided to site to reach goal:

To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.

In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.

The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including

services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:

- Creation of a PBIS team which is comprised of teachers, administrators and staff members, which meets monthly.
- Creation of an COST team which is comprised of two Counselors, School Psychologist, ELD Coordinator, two Administrators, which meets monthly.
- Professional Development provided to faculty and staff that has taken place during PD days and during multiple staff meetings.
- Creation of a streamlined expectation list for all members of the Lincoln community.
- 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.
- Administrative Kick-Off PBIS assembly given the first week of school.
- Creation of Expectation Posters which have been distributed throughout the campus.
- Creation of a trinsic reward system.
- Daily acknowledgement system utilized by all faculty and staff members.
- Weekly drawing and rewards for those students receiving acknowledgements
- Expansion of our before and after school study hall, which is now offered both times every day of the week.
- Individual and group at-risk counseling, given on a weekly basis.
- Improved data collection and the creation of a data review teams.

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is

- The TFI was administered on 12/14/16 and again on 2/14/17. Our current status on the TFI is a score of 77% for Tier 1 and 54% for Tier 2. Our most recent assessor noted that Lincoln has a diverse PBIS team that includes a classified member and a current Lincoln parent. We have also established a well planned PBIS kick-off for the beginning of the year that includes detailed lesson plans for every department. That we have a great start at the implementation of a Tier 2 program. We have a solid intervention taking place for students in need of organizational and other executive functioning supports.
- Areas for growth were noted as...
 1. the need to reteach behavior expectations throughout the school year for both students and staff.
 2. in need to increase the distribution of acknowledgement tickets.
 3. the need for a plan to introduce PBIS to new faculty and staff members.
 4. a site check on the current posters, along with the recommendation that teacher refer to the posters frequently in the classroom.
 5. the need for a check in/out system for at-risk students.
 6. the need to have multiple sources for screening potential candidates for at-risk supports.
 7. the need to expand group supports to include groups focused on anxiety and depression.

The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:

- Lincoln is not a Title 1 school. That being said we have expanded your before and after school study hall so now it is offered both times a day and every day of the week.

School goal(s):

- 1) Improve Attendance
 - a) Daily Attendance: In 2015-16 Lincoln met their goal with 77.4% of the students attending at least 96% of the time. The goal for 2016-17 should be to improve upon that percentage.
 - b) Chronic Absenteeism: In 2015-16 Lincoln met their goal with only 2.4% of students having 3 or more unexcused absences.
- 2) Decrease interruptions of learning
 - a) Suspension Rate: In 2015-16 Lincoln met their goal with only 1.1% of the total student population suspended. The goal is to maintain an under 6% suspension rate.
 - b) Expulsion Rate: In 2015-16 zero students were expelled. The goal is to maintain this zero percentage rate.
 - c) Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)
- 3) Zero dropouts for middle school
 - a) Middle School Drop-out Rate: In 2015-16 Lincoln met their goal of zero students dropping out of middle school. The goal is to maintain our zero dropout rate.

Data used to form school goal(s):

- 1) Improve Attendance
 - a) Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year
 - b) Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year
- 2) Decrease interruptions of learning
 - a) Suspension Rate: % of students who have been suspended at any time during the current year in district
 - b) Expulsion Rate: Percentage of students who have been expelled during the current year
 - c) Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)
- 3) Zero drop outs for middle school
 - a) Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

- 1) Improve Attendance
 - a) Daily Attendance: Currently Lincoln is at 76.6% daily attendance. This is down .8% from this time last year. This percentage will adjust as more school days increase, still there is room for significant growth.
 - b) Chronic Absenteeism: Currently Lincoln is at 3.1% Chronic Absenteeism. That is up .5% from this time last year. We are still well below the district goal of less than 8.0%. I believe our percentage will go down as we have more days left in the school year.
- 2) Decrease interruptions of learning
 - a) Suspension Rate: Currently Lincoln has suspended 2.4% of the student body, up 1.3% from this time last year. This year ended a three year pattern of decreasing suspension rates. The main cause for the increase is the introduction of our CEC students who are being suspended due to safety concerns.
 - b) Expulsion Rate: We have met our goal of zero students being expelled.
 - c) Student Perception of Safety on Campus: Currently 10% of Lincoln students report feeling unsafe at times during the school year.
- 3) Zero drop outs for middle school
 - a) Middle School Drop-out Rate: We have a zero dropout rate.

How progress toward school goal(s) will be evaluated:

- 1) Improve Attendance
 - a) Daily Attendance: Our plan is to continue to focus on parent education around attendance. Sick and personal days all count against the school and we can not collect ADA on these absences. We will continue to have the PBIS team focus on incentives for a reward on improved attendance rates.
 - b) Chronic Absenteeism: We have cleaned up our attendance procedures. We will continue to educate parents seeking Contracted Study. We will look to make even more adjustments so that the Contracted Study process more efficient and easily understood.
- 2) Decrease interruptions of learning
 - a) Suspension Rate: We will continue with our PBIS expectation lessons at the beginning of each year, along with our anti bullying presentations in October.
 - b) Expulsion Rate: We will continue to monitor behavior and take a proactive stance in order to prevent incidents from escalating to a level where expulsion becomes a possibility.
 - c) Student Perception of Safety on Campus: We can conduct more student polls as to monitor how the student body is perceiving safety on campus.
- 3) Zero dropouts for middle school
 - a) Middle School Drop-out Rate: We will continue to maintain a proactive role in the monitoring and supporting of at-risk students.

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
MONITOR DAILY ATTENDANCE AND CONDUCT WEEKLY ATTENDANCE MEETINGS. STUDENTS WITH ATTENDANCE ISSUES WILL BE IDENTIFIED AND PARENT/STUDENT MEETINGS WILL BE HELD. IF CONTINUED CHRONIC ABSENTEEISM CONTINUES THAN STUDENTS WILL BE SART AND SARB.	Throughout the 2017-18 school year.	Assistant Principal and Attendance Specialist	Schoolwide	N/A	N/A	0.0
Implement PBIS strategies, which reward improved attendance.	Throughout the 2017-18 school year.		Schoolwide	School Supplies	PBIS Account	1,500
Report out at PTA, ELAC and in the weekly newsletter the impact of having students miss school.	Throughout the 2017-18 school year.	Administration	Schoolwide	N/A	N/A	0.0
Implement PBIS strategies to reduce the number of students who are suspended.	Throughout the 2017-18 school year.	Administration and the PBIS Team	Schoolwide	N/A	N/A	0.0
Maintain the before and after school study hall program.	Throughout the 2017-18 school year.	PTA and SSC	Schoolwide with a focus on SED.	Teacher Hourly	PTA and LCFF	9,500
Expand the position of At-Risk Counselor from 50 to 100% FTE.	Throughout the 2017-18 school year.	At-Risk Counselor and Administration	At-Risk Students	Counselor FTE	Student Services	Estimated 30,000
Maintain our Campus Supervisor at a 1.0 FTE	Throughout the 2017-18 school year.	Administration	Schoolwide	Campus Supervisor FTE	Discretionary	Estimated 32,000

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE

Identified districtwide 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

Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California 'a-g' requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curriculum from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- Starfall and Tumblebook Library (K-5)

Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding

S C H O O L W I D E	to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program: ➤ N/A: Lincoln has not be applied to become a magnet or innovative school site with the district.
	Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming: ➤ N/A: Lincoln is not designated as a Title 1 school.
	School goal(s):
	1) 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 78% proficiency b) For Math it would be an increase above 68.2%
	2) In 2016-17 we will gain a baseline for our 8th grade Science proficiency on State testing.
	Data used to form school goal(s):
	1) % of students demonstrating proficiency (Level 3 or 4) on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math (Source: CAASPP)
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	1) We have met our goal for both assessments. a) In ELA we scored 84.7% proficient, which is an increase of 6.7 percentage points. b) In Math we scored 74.6% proficient, which is an increase of 6.4 percentage points.
	How progress toward school goal(s) will be evaluated:
	1) We will be given 2016-17 proficiency scores by the fall of the 2017-18 school year. Any adjustments to our programs will be made based on those test results. 2) We will be given the 2016-17 proficiency scores by the fall of the 2017-18 school year. Those scores will serve as a baseline to be compared against the 2017-18 state test scores.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Continue PD and support for IBD instruction	Throughout the 2017-18 school year.	Administration and CORE teachers	Schoolwide	N/A	N/A	N/A
Continue PD and support for SIM strategy implementation	Throughout the 2017-18 school year.	Administration and faculty	Schoolwide	N/A	N/A	N/A
Continue two sections of Fusion, our reading comprehension support class	Throughout the 2017-18 school year.	Administration and Fusion teacher	SED and any students scoring two or more years below grade level	.28 FTE	N/A	N/A
Continue math	Throughout the	Administration	Schoolwide	N/A	N/A	N/A

coaching	2017-18 school year.	and Math Coach				
Implement two sections of Math Intervention	Throughout the 2017-18 school year.	Administration and Math Intervention teacher	SED and any students scoring below basic or far below basic in math	.28 FTE	N/A	N/A
Continue FOSS curriculum in Science classes	Throughout the 2017-18 school year.	Administration and Science Department	Schoolwide	N/A	N/A	N/A

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

D I S T R I C T W I D E	Identified districtwide needs:
	<p>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.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> ➤ Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ○ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> ➤ Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT ➤ Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
S	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> ➤ 50% sharing a coach between Lincoln and Wood Middle Schools <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> ➤ .28 FTE based on our English Learner population
	School goal(s):
	1) Increase rate of reclassification of our English Learners (ELs) to Reclassified Fluent English Proficient

c h o o l w i d e	(RFEP) a) 2015-16 the goal was 17.5% ELs to RFEP's
	2) 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 used to form school goal(s):
	1) Percentage of ELs reclassifying to Reclassified Fluent English Proficiency (RFEP) 2) Percentage of general education ELs receiving designated ELD instruction aligned to ELD standards.
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	1) In the 2015-16 school year we redesignated 23% of our ELs to RFEPs. 2) In the 2015-16 school year 100% of our general education ELs were placed in general education CORE classes along with having designated ELD instruction by being placed in an ELD class.
	How progress toward school goal(s) will be evaluated:

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Increase the number of teachers trained in Constructed Meaning to over 50% of the Faculty	* Summer Cohort * Math Cohort * Fall Cohort * Spring Cohort	ELD Coach Admin.	LEP All students	Choose an item.	District ELD	N/A
Provide two sections of designated ELD	Spring 2017	Admin	LEP	.28 FTE	N/A	N/A
Ensure 100% of LEP students are in designated ELD	Summer of 2017	ELD Coach Admin Data Cord. Counselor	LEP	Hourly Timecard	Site LCAP	Under \$500
Distribute LEP students throughout the Master Schedule	Summer of 2017	Admin ELD Coach Data Cord. Counselor	LEP	Hourly Timecard	Site LCAP	Under \$500

GOAL 3: Support parent/guardian development as

knowledgeable partners and effective advocates for student success

D I S T R I C T W I D E	Identified districtwide needs:
	<p>AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.</p> <ul style="list-style-type: none"> ➤ 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.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> ➤ Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program ➤ Input: Percentage of parents/guardians completing annual survey ➤ Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
S C H O O L W I D E	Districtwide actions/services provided to site to reach goal:
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 5%</p>
	<p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
	School goal(s):
	<ol style="list-style-type: none"> 1. Double the percentage of families who participate in Parent University. 2. Ensure that every student who has a School Loop account has a paired adult account as well. 3. Increase the distribution of PTA and SSC information to all of our parents by way of mass emails through Blackboard.
	Data used to form school goal(s):
	<ol style="list-style-type: none"> 1. With only 5% of our families currently participating in Parent University, there is significant room for growth. 2. Less than 2% of our student body doesn't have an active School Loop account, but 7% of our student body does not have a paired adult account. We need to increase our awareness and actively seek adults to pair with those students who are missing that registered adult account. 3. Currently PTA information gets distributed through their yahoogroups and Facebook page. The school can take a more active role in distributing PTA information through the use of Blackboard so that 100% of our families are notified either through phone or email.
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>

1. The low percentage of families participating in Parent University is not because of a lack of awareness. We have concentrated all of our efforts to getting the information out to families about upcoming Parent University nights and highlighted the topics that will be covered. Maybe we should pole our Parent/Guardian population as to the topics they want covered so that we can tailor these important engagement opportunities.
2. We have activities sought out the students to drive the number of students without School Loop accounts down to an extremely low percentage. Currently less than 10 students do not have an active account. All of these students have IEP's and the majority are mild to moderate students. The much larger percentage is the number of students without a paired adult account. This can be our new focus at the start of the school year beginning with registration and textbook pick up day.
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.

How progress toward school goal(s) will be evaluated:

1. We should see an increase in the percentage of families who attend our Parent University nights.
2. We should a significant decrease in the number of students who do not have a paired adult account.
3. We should see a significant increase in the attendance of both PTA and SSC meetings.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Pole families on desired topics for Parent University Nights.	Throughout the year.	Admin	All	N/A	N/A	N/A
Advertize Parent University Nights in multiple ways.	Throughout the year.	Admin	All	N/A	N/A	N/A
Make contact with the families of students who do not have a paired adult.	Summer 2017	Admin Office Staff	All	N/A	N/A	N/A
Increase our connection with our PTA and SSC.	Throughout the year.	Admin	All	N/A	N/A	N/A
Set up Blackboard notifications for upcoming PTA and SSC events.	Throughout the year.	Admin	All	N/A	N/A	N/A

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE

Identified districtwide needs:

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

Metrics used to evaluate progress towards goal:

- Teacher Qualifications
 - Percentage of teachers fully credentialed and highly qualified
 - Percentage of teachers qualified to teach English Learners (ELs)
 - Percentage of teachers appropriately assigned
- Instructional Materials: Number of substantiated Williams textbook complaints/year
- Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)

Districtwide actions/services provided to site to reach goal:

To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).

Core instructional materials are provided to sites through the Educational Services department. These include:

- Annual renewal or replacement materials for adopted curricula
- Board-approved materials for new courses
- Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.
- 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption.
- Science curriculum through the Full Option Science System (FOSS) – K-8
- Supplemental ELA curriculum through Inquiry by Design (IBD)

School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include:

S C H O O L W I D E	School goal(s):
	1. Increase the amount of computers available to students.
	Data used to form school goal(s):
	1. We currently have a 2:1 ratio of students per computer.
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	1. This ratio has improved dramatically over the past four years. This was made possible by a combination of district, discretionary and PTA funds.
	How progress toward school goal(s) will be evaluated:
	1. The goal will be to improve the ratio of computers per students even more for the 2017-18 school year.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
We will take a summer time accounting of our Chromebooks	Summer 2017	Admin	All	N/A	N/A	N/A
Any Chromebooks that can not be repaired will be replaced.	Fall 2017	Admin	All	N/A	Parcel Tax	Unknown at this time.
Based on the amount funds we still have we will determine how many Chromebooks and Carts we can purchase.	Fall 2017	Admin	All	N/A	Parcel Tax and Discretionary	Unknown at this time.

SITE BUDGET SUMMARY: Discretionary Funding

Lincoln										
Budget Summary		B3	C112	C113	C114	C122	C135			C137
Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted	Unbudgeted Balance	Check
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx			
0001	Discretionary	\$ 107,271	\$ 11,700	\$ 35,206	\$ 17,256	\$ 20,382	\$ 22,375	\$ 106,919	\$ 352	106,919
0002	LCFF Supplemental Grant	\$ 17,400	\$ 11,100	\$ 240	\$ 2,228	\$ 3,832	\$ -	\$ 17,400	\$ -	17,400
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
	Innovative									
	Grand Total	\$ 124,671	\$ 22,800	\$ 35,446	\$ 19,484	\$ 24,214	\$ 22,375	\$ 124,319	\$ 352	124,319
			18%	28%	16%	19%	18%			
	Includes \$30,000 for School Safety and \$5,000 for music related supplies and repairs									

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, 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.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input checked="" type="checkbox"/> Other Federal Funds (list and describe ¹) LCFF Supplemental Grant	\$ 17,400
Total amount of state and federal categorical funds allocated to this school	\$ 17,400

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

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

Member Names	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steven Allen	M	700	00		1			
Theresa Bui Revon	F	204	02				1	
Jocelyn Douglas	F						1	
Wayne Douglas	M	700	00				1	
Michael Hans	M	700	00	1				
Susan Jacoli	F	700	00		1			
Stacy Kaplan	F	700	00		1			
Julie Kemp	F	700	00			1		
Heidi Manes	F	700	00					1
Sarah Noble	F	700	00		1			
Jakob Reyes	M		00					1
Kendal Ro	F		00					1
Henry Mills	M	700	00					1
#s of members of each category				1	4	1	3	4

**See race/ethnicity codes in Aeries*

50% of the SSC is elected parents 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 elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

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)? If not, what is needed?

Yes

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

Yes

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

N/A

4. 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?

The SPSA is a major topic at every ELAC meeting. We always discuss the plan as well as the progress of our English Learners. At every meeting we request feedback and take suggestions to best support our LEP students. Our ELAC parents understand that we would modify our current plan to best support our LEP students.

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: April 20, 2017

Attested:

Michael Hans, Principal



Signature of school principal

4/20/17
Date

Susan Jacoli, SSC chairperson



Signature of SSC chairperson

4/20/2017
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

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

Yes

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

Special Education staff members to provide support to general education students in a variety of ways at Lincoln. SPED staff members are comprised of SPED teachers, paraprofessionals, and support staff such as a school Psychologist and a Speech Therapist. SPED teachers do provide push-in support for students with IEP's. While in those general education classrooms SPED staff assist all students who are in need of support.

In 2016-17 Lincoln offered two period of FUSION, which is a reading intervention class. These classes were taught by a SPED teacher and had a mixture of both SPED and General education students.

APPENDIX D: DATA