

The Single Plan for Student Achievement

School: Ingrid B. Lacy Middle School
CDS Code: 41-68932-4130126
District: Pacifica School District
Principal: Daniel Lyttle
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
School Profile.....	3
School and Student Performance Data	5
CAASPP Results (All Students)	5
CELDT (Annual Assessment) Results.....	9
CELDT (All Assessment) Results.....	10
Title III Accountability (School Data)	11
Planned Improvements in Student Performance	12
School Goal #1	12
School Goal #2	17
School Goal #3	21
School Goal #4	28
Summary of Expenditures in this Plan.....	32
Total Expenditures by Object Type and Funding Source	32
Total Expenditures by Funding Source	33
Total Expenditures by Object Type.....	34
Total Expenditures by Goal	35
School Site Council Membership.....	36
Recommendations and Assurances.....	37

School Vision and Mission

Ingrid B. Lacy Middle School's Vision and Mission Statements

Welcome to Ingrid B. Lacy Middle School, where we hold high expectations for all our students. Our goal is to challenge and support every student, and create a community of leaders and learners. Specifically, our top three priorities are:

- To challenge and improve the achievement of every student,
- To build one school community,
- To increase family engagement.

Ingrid B. Lacy Middle School believes every student has a right and responsibility to learn, every teacher has a right and responsibility to teach, and every parent has a right and responsibility to support a home/ school partnership for student learning.

The Positive School Climate and Culture Initiative at Ingrid B. Lacy Middle School involves the entire school community and is comprised of three strategies, all of which fall under the umbrella of Restorative Practices or Restorative Justice: Advisory Class (Community Circles, Social/Emotional Learning or SEL), Restorative Circles and Conflict Mediations, and Positive Behavior Interventions and Supports (PBIS). Our goal is for every student and school community member to feel safe, honored, valued and respected at IBL.

School Profile

At Ingrid B. Lacy Middle School (IBL) we focus on meeting the developmental and academic needs of a diverse population of 11- through 14-year-olds as they transition from childhood to young adulthood. 25% of our students receive free or reduced lunch, 9.47% have limited English proficiency, and 10.18% receive IEP services. Ethnically, our families identify themselves as follows: 36.67% White, 26.49% Latino, 20% Asian, 13.33% of two or more races, 1.4% African American, 1.58% Pacific Islander, .53% American Indian leaving 1.00% in a variety of other races. Our teachers provide a rich and challenging curriculum in each subject area. Through instruction that is rigorous, differentiated, and holistic we support students by providing a wide array of classes and experiences including advanced classes and support services to ensure students are instruct in an appropriate manner.

The educational structure of Ingrid B. Lacy (IBL) is designed to provide for the unique needs of early adolescents. Sixth graders have their own wing of the school where each classroom of students stays together throughout the day. These students participate in "cored" classes with one teacher who teaches language arts, literature and social studies; they're in class with a second teacher for math and science. All sixth grade teachers have Multiple Subject Credentials and many have additional authorizations. The students remain together when they attend courses taught by the P.E. instructors at IBL. For their elective classes, they are mixed with other students from the sixth grade. This gradual transition from elementary school prepares them for the seventh and eighth grade, in which they experience a different teacher for each subject.

A demanding academic program continues in 7th and 8th grades. Student test scores, previous report-card grades, and teacher recommendations are used to determine the appropriate placement for each student. Seventh and eighth grade teachers are Single Subject credentialed in all of the core subjects they teach; math, language arts, social studies, lab science, and/or physical education.

Elective classes vary from year to year and typically include art, instrumental music, leadership, drama, robotics, academic support, and math intervention.

Our staff welcomes parent input and communicates with parents regularly via phone, homework assignment journals, on-line grade book, progress reports, email, and school newsletters. Additionally, teachers provide small group and individual tutoring free-of-charge both before and after school daily.

IBL is fortunate to offer a number of co-curricular and extra-curricular opportunities for students. Sixth grade special activities include Greek Fest and museum trips. Seventh graders can participate in field trips tied to curricular and academic goals. Eighth graders can visit Boston, New York City, or Washington D.C. outside of the school calendar year through a separate, for-pay agency with chaperones comprised of site staff. After school clubs that prepare students for leadership roles and provide supervised settings for student interaction are also available. Jazz Band, Marching Band, and Mural Project are examples of teacher-sponsored activities available after school. We also have strong partnerships with Spindrift, Pacifica PB&R, and the Boys and Girls Club to offer even more activities, such as the Hip-Hop Dance Club, after school technology and science exploratory, and a wide variety of

competitive sports. The Boys and Girls Club is part of the North County Recreation League (NCRL) where our students compete in a full array of sports that include basketball, cross country, golf, lacrosse, flag football, track, volleyball, and tennis.

Through all its programs, Ingrid B. Lacy Middle School provides a safe, nurturing, and positive atmosphere for children to learn and grow.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students									
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2014-15	2015-16
Grade 6	182	180	180	179	178	179	98.9	98.9	99.4
Grade 7	196	183	195	182	190	182	99.5	99.5	99.5
Grade 8	182	190	176	189	176	188	96.7	96.7	99.5
All Grades	560	553	551	550	544	549	98.4	98.4	99.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2521.1	2530.2	11	16	41	39	28	25	20	20
Grade 7	2549.0	2548.1	13	12	36	42	26	23	23	23
Grade 8	2577.3	2564.2	13	15	47	33	26	32	15	20
All Grades	N/A	N/A	12	14	41	38	26	27	19	21

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard		% At or Near Standard		% Below Standard				
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2014-15	2015-16
Grade 6	16	18	49	56	34	26			
Grade 7	19	24	50	45	31	31			
Grade 8	29	25	52	47	19	28			
All Grades	21	22	51	49	28	28			

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard		% At or Near Standard		% Below Standard				
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2014-15	2015-16
Grade 6	18	22	58	47	24	31			
Grade 7	28	23	55	58	16	19			
Grade 8	30	25	52	50	18	26			
All Grades	26	23	55	52	19	25			

Listening						
Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	15	16	72	72	12	12
Grade 7	11	15	68	69	21	15
Grade 8	14	18	71	68	15	15
All Grades	13	16	71	69	16	14

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	24	35	66	55	9	11
Grade 7	22	23	58	57	19	21
Grade 8	25	21	56	61	18	18
All Grades	24	26	60	58	16	16

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students									
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2015-16
Grade 6	182	180	180	178	180	178	98.9	98.9	98.9
Grade 7	196	183	195	181	188	180	99.5	98.9	98.9
Grade 8	182	190	177	188	176	188	97.3	98.9	98.9
All Grades	560	553	552	547	544	546	98.6	98.9	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2518.3	2530.8	14	19	23	28	36	31	26	22
Grade 7	2539.3	2525.7	13	11	27	31	32	27	25	32
Grade 8	2567.3	2506.9	23	10	22	16	29	23	25	51
All Grades	N/A	N/A	17	13	24	25	32	27	25	35

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	17	26	43	43	39	31
Grade 7	23	17	40	42	37	41
Grade 8	32	14	36	30	32	55
All Grades	24	19	40	38	36	43

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	22	22	48	49	29	28
Grade 7	23	21	57	51	20	28
Grade 8	26	14	51	53	23	33
All Grades	24	19	52	51	24	30

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	17	24	53	51	29	25
Grade 7	20	17	60	56	19	28
Grade 8	20	9	56	51	24	40
All Grades	19	16	57	52	24	31

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CELDI (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	38	50		38	22	22	17	22	33	3	23	11	3	6	33
7	9	56	81	55	32	19	27	12		0			9		
8	50	30	79	40	30	14	10	30		0	10	4	0		4
Total	34	49	66	42	28	17	18	19	6	2	2	4	4	2	8

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	38	50	4	38	22	12	17	22	10	3		0	3	6	0
7	9	56	0	55	32	2	27	12	3			1	9		1
8	42	30	12	33	30	3	8	30	0	8	10	0	8		0
Total	33	49	16	40	28	15	17	19	13	4	2	1	6	2	1

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	50	53	53
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	50	53	53
Number Met	38	45	44
Percent Met	76.0%	84.9%	83.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	14	38	8	45	7	46
Number Met	--	28	--	35	--	37
Percent Met	--	73.7%	--	77.8%	--	80.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. No data is reported if there are less than 30 in the cohort.

ELs do not constitute a significant subgroup at IBL and therefore are not reported under AMAO3.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Language Arts
LEA GOAL:
LEA Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas – English Language Arts/ English Language Development, math, science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #1:
Decrease by 10% the number of students, including targeted sub-groups, performing below grade level as measured by State assessments (CAASP).
Data Used to Form this Goal:
CAASP results, TCRWP Reading Assessment.
Findings from the Analysis of this Data:
The goal for the 2016 - 2017 school year was written based upon the results from the CAASP State assessment in the area of English Language Arts as well as the end of year results from the TCRWP Reading Assessment.
Based upon the data from the four Claim Performance areas on the CAASP (Reading, Writing, Listening, and Research/ Inquiry), students need assistance in the area of Reading and Writing at both grades 6 and 7. Sixty-nine percent of the students in Grade 6 performed at or above standard in Reading and 74.4% at or above standard in the area of writing while in Grade 7 74.5% of the students performed at or above standard in the area of Reading and 71.6% of the students were at or above standard in the area of Writing.
Grade 8 students differed in the areas of need with 68.8% of the students performing at or above standard in the area of Reading and 79.3% of students performing at or above standard in the area of Research/ Inquiry.
Students across all grade levels need to increase their capacity and proficiency with reading for meaning and comprehension in both literary and informational text. Students in Grades 6 and 7 need to focus on revision, editing, and the use of conventions.
Students in Grade 8 need to focus on analyzing and evaluating information for use as evidence for research in writing position papers.
How the School will Evaluate the Progress of this Goal:
TCRWP Reading Assessment, On-Demand (Pre- and Post) Writing Assessments, Post On-Demand Writing Assessment reflections, and CAASP Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Through the support of the District and the School Site, teachers will continue to receive training on implementing strategies to improve overall reading skills in line with best practices and the guidelines for Reading and Writing Workshop as well as the Common Core State Standards.	On-Going	Instructional Leadership Team, Site Administration, District ESS Staff and Humanities Lead	TC Materials and Professional Development Instructional Materials Site Funds	4000-4999: Books And Supplies	District Funded General Fund	5,000
1.1.1 Books for classroom libraries and additional support materials will be purchased.						
1.2 Provide focused, differentiated support through small group and or individual instruction in Reading and Writing to continue to strive to advance all students to the Exceeded the Standard or Met the Standard levels.	On-Going	ELA Teachers	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
1.3 Teachers will utilize assessments as recommended by Teacher's College to identify areas of individual students' strengths and weaknesses and provide them with specific instruction to address individual needs.	Trimester	ELA Teachers, Humanities Lead, District Humanities Coach				
1.4 Utilize CELDT and diagnostic assessment data to provide appropriate support services for ELL/ RFP students and other identified special needs students. Utilize support materials including technology (i.e. computers, calculators) for use by and with students	On-Going	ELA Teachers, District ESS Staff, Site Administration	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	1500
1.4.1 Identify additional technology and funding to support instruction for						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELL students. Purchase additional resource books / material.						
1.5 Offer instructional support for ELL students within the construct of TCRWP (integrated model) to improve background knowledge, vocabulary development, and overall academic performance.	Daily	District ESS Staff, Site Administration	K-8 Regular Ed General Funding	1000-1999: Certificated Personnel Salaries	District Funded	
1.6 Teachers will increase cross-curricular connections and learning activities; the implementation of which will be supported through increased articulation. Teachers will identify key literacy skills that all content teachers will teach and/or reinforce to help ensure the success of all students.	Monthly	Content Teachers	District Funded			
1.6.1 Provide professional development for all teachers that focus on literacy skills development.						
1.7 Identify and use specific strategies (i.e. Cornell Note-Taking, text annotation, close analytic read) to be used by Social Studies and Science teachers to enhance the literacy skills of all students. Provide release and/or compensated time for support process.	On-Going	Teachers, Administrators	LCFF Supplemental	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500
1.7.1 Teachers will participate in collaboration meetings to refine strategies and develop lessons to support students.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.8 Social Studies and Science teachers will implement strategies which support increased literacy such as graphic organizers, pre-reading activities such as KWL (Know, Want to Learn, Learned) charts, in the content areas targeting under represented students. Primary source and non-fiction literature will be used in addition to the textbooks.	On-Going	Teachers, Administrators				
1.9 Utilize curriculum based professional learning teams to ensure teachers have increased opportunities to plan and share strategies that work with under-performing students.	Monthly	ELA Teachers, Site Administrators				
1.10 Organize classroom visits to support peer observation to increase support and collaboration for the refined implementation of writing workshop.	Spring '17	ELA Teachers, Site Administration, Humanities Lead				
1.11 Support teacher development by facilitating teacher participation in Instructional Leadership Team, release time, and providing time during staff meetings to share information.	Monthly	ELA Teachers, ILT members, site administration				
1.12 Further develop Professional Learning Communities so that teachers and administrators seek and share learning and then act on what they learn to enhance their effectiveness as professionals so that students benefit. Specifically allocate time to support sharing.	Monthly	ELA Teachers, Site Administration, Humanities Lead				
1.12.1 Effectively utilize all PD opportunities to support SPSA goals.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Offer Library Media Center Services to enhance literacy development through increased reading and research emphasizing use of and engagement with informational text. Provide under represented students (socio-economically disadvantaged, English Learners, Foster youth, and at-risk students) the opportunity to interact with text, access to technology, and additional resource supports for their instructional day.	On-Going	Library Media Clerk, Site Administration	District Funded LCFF Supplemental	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded LCFF - Supplemental	 12402
1.13.1 Acquire additional informational text for IBL Library						
1.14 Continue partnership with San Mateo Public Library to provide students with greater access to appropriate materials and assistance for research and homework.	On-Going	Librarian, Site Administration				
1.15 The English Language Arts and Special Education Departments will continue the Scholastic Reading program utilizing the SRI College and Career adaptive reading assessment and the Scholastic Reading Counts program to assess comprehension levels and improvement.	On-Going	Site Administration, ELA Teachers, Special Education Teachers		4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Fund Unrestricted LCFF - Supplemental LCFF - Base	2416 1454 1863 901

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State Indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Mathematics
LEA GOAL:
LEA Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas – English Language Arts/ English Language Development, math, science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #2:
Decrease by 10% the number of students performing below grade level as measured by State assessments (CAASPP) and locally administered and scored MARS Tasks for each grade level.
Data Used to Form this Goal:
Adopted curriculum assessments (CPM), MARS Task Assessments, CAASPP results
Findings from the Analysis of this Data:
The goal for the 2016 - 2017 school year was written based upon the results from the CAASPP State assessment in the area of Mathematics as well as the results from the MARS Task Assessments.
Based upon the data from the three Claim Performance areas on the CAASPP (Concepts and Procedures, Problem Solving and Modeling/ Data, and Communicating Reasoning), students need assistance in the area of Concepts and Procedures and Problem Solving and Modeling/ Data at all grade levels. Fifty-three point nine percent of the students in Grade 6 were at or above standard in Concepts and Procedures and 62.8% were at or above standard in Problem Solving and Modeling/ Data.
Students in Grade 7 scored 71.5% at or above standard in Concepts and Procedures and scored 73.2% at or above standard in the area of Problem Solving and Modeling/ Data. Students in Grade 8 scored 59.8% at or above standard in Concepts and Procedures and 71.2% at or above standard in Problem Solving and Modeling/ Data.
Students in grades 6 and 8 need assistance in the area of Communicating Reasoning. Grade 6 students scored 69.4% at or above standard while Grade 8 students scored 72.3% at or above standard.
Based upon the analysis of the Mars Tasks administered over the course of the school year, student needs are reflective of the areas of need on the CAASPP Assessment. Students in Grade 6 struggled with number Operations and Properties, Measurement, and Algebraic Functions. Students in Grade 7 struggled with Data Analysis, Probability, and Measurement. Students in Grade 8 struggled with application of Algebra, Patterns and Functions, and Data Analysis.
How the School will Evaluate the Progress of this Goal:
Mathematics teachers will continue to administer the College Preparatory Mathematics unit assessments, monitoring students for additional assistance in the specific areas of need, MARS Task Assessment in October, January, and March (Grades 7 and 8 Summative Assessment), and CAASPP results for the 2016 - 2017 test administration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Through regular planning sessions and meetings, provide all math teachers opportunities to develop math content competencies, learn new teaching strategies, support best practices, deepen understanding of the Common Core State Standards, acquire resources and plan for implementation of the math curriculum.	On-Going	District Math Specialist, Site Administration, Math Lead, Math Teachers	Instructional Materials	4000-4999: Books And Supplies	General Fund	1,000
2.1.1 Ensure increased check ins and opportunities for sharing at the site level.						
2.1.2 Provide teacher professional development on culturally responsive strategies and/or strategies to meet the needs of our English Learners and other subgroups (Special Education, SED, Foster Youth).						
2.2 Each teacher will target students to provide with additional academic support through extended day, small group, and/or differentiated classroom instruction.	On-Going	Site Administration, District Math Specialist, Math Teachers	LCFF Base	1000-1999: Certificated Personnel Salaries	LCFF - Base	25000
2.2.1 Provide Mathematics Intervention class at the 6th grade level to assist borderline and struggling students to meet grade level standards.						
2.2.2 Provide Academic Support courses at the 7th and 8th grade levels to address overall academic						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
success across all curricular areas including mathematics.						
2.3 Implement differentiated concept development and support all students working in teams to solve math problem-solving exercises and events.	On-Going	Site Administration, District Math Specialist, Math Lead, Math Teachers	Instructional Materials	5000-5999: Services And Other Operating Expenditures	General Fund	1000
2.3.1 Provide Professional Development focused on effective strategies, classroom peer observations.						
2.4 Utilize MARS (Mathematics Assessment Resource Service) testing to identify student weaknesses in order to more effectively provide appropriate support and intervention.	On-Going	District Math Specialist, Math Lead, Math Teachers	District Funded			
2.4.1 Convene collaboration meetings that focus on disaggregating MARS data.						
2.5 Continue Homework Center and open Library/Media Center for extended hours and lunchtime.	September 2016 to June 2017	Site Administration, Teachers	LCFF Base (September to October)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000
2.5.1 Provide homework assistance before school (five days) and after school (three days).			County Funded Academic Centers Grant	1000-1999: Certificated Personnel Salaries		
2.7 Teachers will participate in vertical Math articulation meetings with other sixth, seventh, and eighth grades.	On-Going	District Math Specialist, Math Teachers, District ESS Staff, Site Administration, Math Lead				
2.7.1 Articulate with members of the						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
North County Collaborative and JUHSD.						
2.8 Improve articulation with high school math teachers.	On-Going	District Math Specialist, Math Teachers, District ESS Staff, Site Administration, Math Lead				
2.8.1 Articulate with JUHSD.						
2.9 Enlist the help of parents by utilizing the parent support materials for the CPM program and by providing parent workshops in the evening supported by teachers and district coaches.	Fall, Spring	District Math Specialist, Math Teachers, Math Lead, Site Administration	General Fund	4000-4999: Books And Supplies	General Fund	1000
2.9.1 Facilitate a math workshop (Math Night) for parents.						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: School Climate						
LEA GOAL:						
LEA Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities. (Engagement)						
SCHOOL GOAL #3:						
Address specific issues for middle school students regarding diversity, tolerance, bias, stereotypes, peer pressure, violence, sexuality, drugs, alcohol, and social media. Reduce by 10% the number of students referred for In-House or Out of School Suspension during the 2016-2017 school year.						
Data Used to Form this Goal:						
California Healthy Kids Survey for students in Grade 7, discipline referral data, suspension data, and attendance rate data.						
Findings from the Analysis of this Data:						
The data from the most recent administration of the California Healthy Kids Survey gave results in the areas of School Connectedness, Caring Relationships with Staff and Overall Safety. In the area of School Connectedness, 64% of students in grade 7 reported they agree/ strongly agree. Fifty-eight percent of students reported they believed there was an adult who cared about them while 81% believe adults want them to do their best at school. Results for Overall Safety indicate 72% of the students surveyed believe they are either safe or very safe at school.						
Further development around establishing and maintaining positive relationships will be made available through the Advisory program.						
Additionally, student referral rates and suspension rates (both In-House and Out of School) have declined. Our Restorative Practices initiative at IBL continues to address the issue of student discipline and appropriate consequences while emphasizing how to repair the harm done by the student.						
How the School will Evaluate the Progress of this Goal:						
Site administration will work in conjunction with the School Climate Committee to review student discipline referral data, student suspension data, and student attendance data over the course of the school year. The review of data will aid in the identification of at-risk students and target supports to their specific areas of need.						
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Support school pride as a theme and as a focus for the Student Council, to address anti-bullying,	On-Going	School Counselor, Site Administration, Leadership Teacher	Instructional Materials	4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
name-calling, and to provide a greater connection and identity with IBL for all students.					
3.1.1 Implement Positive School Climate events.					
3.2 Maintain a School Climate Committee made up of the site administration, school counselor, and teachers to regularly review school policies and procedures	Each Trimester	Teachers, Site Administration, School Counselor			
3.2.1 Committee meets to examine and remedy concerns that are impacting the site and the overall environment.					
3.3 Provide Counselor to be available to students who are having both short-term and long-term social or emotional issues for individual and small group guidance.	On-Going	School Counselor, District Counselor, YMCA Youth Service Bureau			
3.3.1 Provide counselor to support students					
3.4 Provide informal support from Pacifica Police Department Officers assigned to Ingrid B. Lacy.	On-Going	Site Administration, Pacifica Police			
3.4.1 Notify police of incidents in which they may need to intervene.					
3.5 Provide Sexual Harassment Training by school Counselor for all 6th grade students and students new to the school.	First trimester	School Counselor, Teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.5.1 Counselor facilitates classroom presentations						
3.6 Provide staff (certificated and classified) training in the foundation of Restorative Justice Practices and the implementation of Community Circles school-wide.	August 2016, On-Going	School Counselor, Site Administration, Teachers, Para-Educators	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	1000
3.6.1 Distribute student population to create smaller groups of 15 to 18 to implement newly learned strategies.						
3.6.2. Provide instructional supplies and equipment when needed to supplement the classroom in support of the Restorative Justice Program (laminating, art supplies, chart stands and paper, technology, etc.).						
3.6.3 Revise student handbook to reflect Restorative Practices. Implement the use of reflection forms, restorative circles, and redesign behavior/ consequence matrix to better articulate student responsibilities.						
3.7 Recruit and Train Peer Helpers and support student leadership roles.	August 2016	School Counselor, Leadership Teacher	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
3.7.1 Recruit and utilize Peer Helpers to support positive school climate activities.						
3.8 Provide students with opportunities to increase their appreciation of diversity and encourage an inclusive school	On-Going	School Counselor, Site Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
environment. Build unity and model the celebration of diversity through staff training sessions, class discussions during Character Education, and school activities.					
3.8.1 Use resources from the Teaching Tolerance project, such as "Mix it Up Day" material.					
3.8.2 Mainstream Special Education students into general education program when appropriate.					
3.8.3 Facilitate activities and discussions that focus on the "isms" of our society					
3.9 Provide students with opportunities to improve their awareness and involvement with Exercise and Fitness, Health and Nutrition Education, and Sex Education programs. Include more dance in the Physical Education program.	Daily	PE Teachers, School Counselor, Site Administration			
3.9.1 Use time and materials during PE, Character Education, and assembly programs to address health issues and the use of drugs, alcohol, and tobacco.					
3.9.2 Expose students to necessary actions to leading a healthy lifestyle					
3.10 Provide opportunities for adult/student interaction and facilitate the involvement of more students in positive activities at	Daily	School Counselor, Site Administration, Teachers, Staff	District Funded	2000-2999: Classified Personnel Salaries	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>lunchtime.</p> <p>3.10.1 Increase lunch supervision by hiring a third Noon Supervisor.</p>					
<p>3.11 Provide a Leadership Class to help students learn the necessary skills to become positive community leaders.</p> <p>3.11.1 Students in the Leadership Class will facilitate positive student activities.</p>	August 2016	School Counselor, Site Administration, Leadership Teacher			
<p>3.12 Provide Character Education, community-building activities, Red Ribbon Week events, and sponsor related events throughout the year.</p> <p>3.12.1 Continue Mindfulness Training at the 6th Grade, facilitate Mindfulness with staff at each staff meeting.</p> <p>3.12.3 Provide character education lessons to students.</p>	On-Going	School Counselor, Site Administration, Teachers, Volunteers	Instructional Materials Site Funds	4000-4999: Books And Supplies	Tobacco-Use Prevention Education 1,000
<p>3.13 Provide classroom guidance lessons and programs on bullying and harassment, including sexual harassment, name-calling, cyber-bullying/ responsible social media, and the use of slurs for both students and staff.</p> <p>3.13.1 Continue the Student of the Month Program, lunch time groups for positive peer relationship building.</p>	Monthly	School Counselor, Teachers, Site Administration			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.13.2 Staff and student informational sessions that focus on bullying prevention.						
3.14 Physical Education classes include components to address issues unique to middle school students surrounding Health and Wellness	Daily	Physical Education Teachers, Site Administration				
3.14.1 PE teachers address adolescent development, health and wellness						
3.15 Provide public speaking and Yearbook opportunities to encourage student involvement and voice in the school community.	On-Going	Yearbook Teacher	District Funded	1000-1999: Certified Personnel Salaries	District Funded	
3.15.1 Ensure that Yearbook is representative of the diverse school population						
3.16 Host events that bring local organizations to the school to build a supportive community within our diverse population, including disability awareness. (Such as Challenge Day, Career Day, Ability Awareness Day, and Beach Clean Up)	On-Going	School Counselor, Teachers, Site Administration				
3.16.1 Facilitate trainings / events that promote tolerance and awareness						
3.17 Provide for a crossing guard to facilitate safe egress from school site to the bus stops located across the street from the school.	Annually	Site Administration	LCFF Base	2000-2999: Classified Personnel Salaries	LCFF - Base	5264

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Parental Involvement						
LEA GOAL:						
LEA Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities. (Engagement)						
SCHOOL GOAL #4:						
Increase student involvement in positive, pro-social school-wide activities to promote positive school climate, especially in areas that encourage student leadership, decision-making, goal setting, planning, and community services.						
Data Used to Form this Goal:						
Jupiter Grades, contact logs from School Messenger, monthly newsletters, agenda/ notes from parent meetings						
Findings from the Analysis of this Data:						
Efforts need to continue towards providing support for students who may have home challenges in order to complete their academics, continue to provide enrichment for students, and continue to create opportunities for student involvement. While we have increased our efforts at maintaining parent communication, feedback from our community dictates that we continue to address the issue and improve our home/ school communication.						
How the School will Evaluate the Progress of this Goal:						
Improved student achievement due to increased parental/ family involvement. Increased community awareness and interaction with the programs at IBL. Increase to be measured by student and family surveys.						
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Provide training for staff to foster the development of positive behavior and inclusive attitudes with all students.	On-Going	Site Administration, School Counselor	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
4.1.1 Provide opportunities for staff team building and bonding.						
4.1.2 Create opportunities for staff development on creation of a						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
positive learning environment.						
4.2 Continue Student Led Conferences (SLC) with clearly identified outcomes and evaluation. Provide teachers time to prepare for conferences, and purchase necessary materials and postage.	On-Going	Site Administration, Teachers				
4.2.1 Conduct staff training on Student Led Conference process. Provide additional training for new teachers.						
4.2.2 Maintain a committee to facilitate, monitor, and update Student Led Conference material and process.						
4.2.3 Create opportunities for students to facilitate parent conferences.						
4.3 Improve home-school communication concerning homework, school events and issues, parent involvement opportunities, parent education, and meetings. Provide parents with research and support information through monthly newsletter, email and school website.	On-Going	Site Administration, Teachers, PTO, School Counselor	Instructional Materials Site Funds	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
4.3.1 Provide each student with a Homework Assignment Binder and direct instruction on its use.						
4.3.2 Provide families with access to assignments from home through on-line tools.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3.3 Partner with the PTO to increase parent involvement in school activities.						
4.3.4 Provide tours for prospective parents and students, orientations, meetings concerning events and issues						
4.3.5. Publish the school newsletter, update the school website, and use services of the Leadership class to promote student activities						
4.3.6 Utilize community resources (such as, the Tribune) to inform the community of school programs and activities.						
4.4 Provide access to school-wide activities, including: Student Council, Peer Helpers, Band, Performing Arts, Robotics, Art, Community Service Projects, and Beautification Projects.	Daily	Teachers, Site Administration, School Counselor, Community Partners				
4.4.1 Provide training to Peer Helpers and Student Council members as tour guides for students and visitors.						
4.4.2 Provide new students with peer helper buddies to assist with acclamation.						
4.4.3 Offer after school programs to students beyond athletics (classes, clubs, etc.)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.5 Enrich curriculum and differentiate instruction to address the needs of accelerated learners within the classroom. Expand the elective program, provide extended school activities to provide a connection between middle school, high school, college, and career. Offer before/ after school enrichment classes.	Daily	Site Administration, School Counselor, Community Partners	LCFF Base	1000-1999: Certificated	LCFF - Base	35500
4.5.1 Develop plan to promote the use of the technology lab as a resource center for students to work on individual and team enrichment projects (STEM, Robotics, after school).			Instructional Materials	Personnel Salaries		
4.5.2 Provide differentiated lessons for students across the spectrum of achievement.			Site Funds	4000-4999: Books And Supplies	General Fund	6300
4.5.3 Purchase more up-to-date technology to encourage more usage.						
4.6 Support student application process for private high schools when requested.	As needed	School Counselor, Site Administration				
4.6.1 Provide guidance for students during the application process.						

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Fund	20,216.00
5000-5999: Services And Other Operating	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	60,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	5,264.00
4000-4999: Books And Supplies	LCFF - Base	901.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,402.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,863.00
4000-4999: Books And Supplies	Tobacco-Use Prevention Education	1,000.00
4000-4999: Books And Supplies	Unrestricted	1,454.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	21,216.00
LCFF - Base	66,665.00
LCFF - Supplemental	18,765.00
Tobacco-Use Prevention Education	1,000.00
Unrestricted	1,454.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	64,000.00
2000-2999: Classified Personnel Salaries	17,666.00
4000-4999: Books And Supplies	26,434.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,536.00
Goal 2	30,000.00
Goal 3	8,264.00
Goal 4	43,300.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Daniel Lytle	X				
Scott Forbes		X			
Rachel Merlo		X			
Louise Southwick		X			
Charlene Hilo			X		
Janeen Castaneda				X	
Robert Derenzi				X	
Stacy Russell				X	
Natalya Arnest					X
Maya McClain					X
Numbers of members of each category:	1	3	1	3	2

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

X Other committees established by the school or district (list):

Ingrid B. Lacy Instructional Leadership Team

Signature _____
 Signature _____
 Ruth E. Egan

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/19/2016.

Attested:

 Daniel Lytle
 Typed Name of School Principal

 Signature of School Principal

 Date 10-19-16

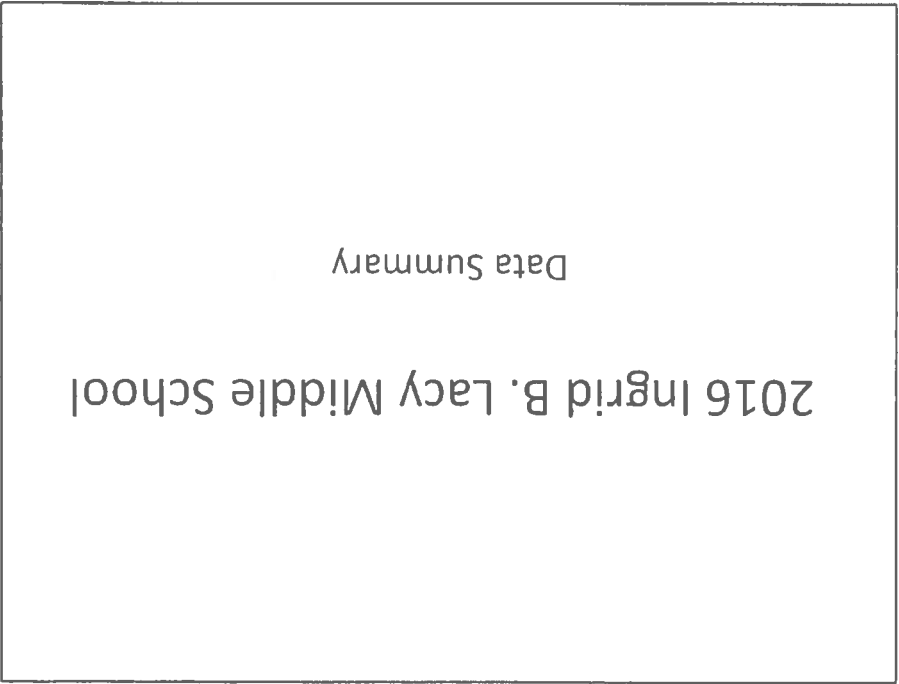
 Stacy Russell
 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date 10/19/16

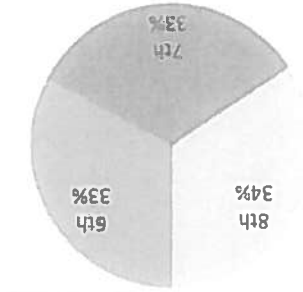
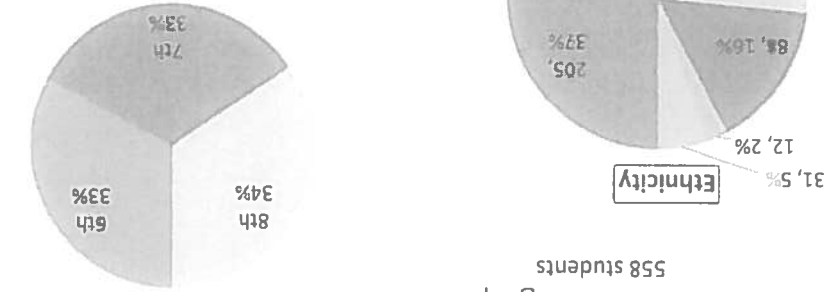
2016 Ingrid B. Lacy Middle School

Data Summary

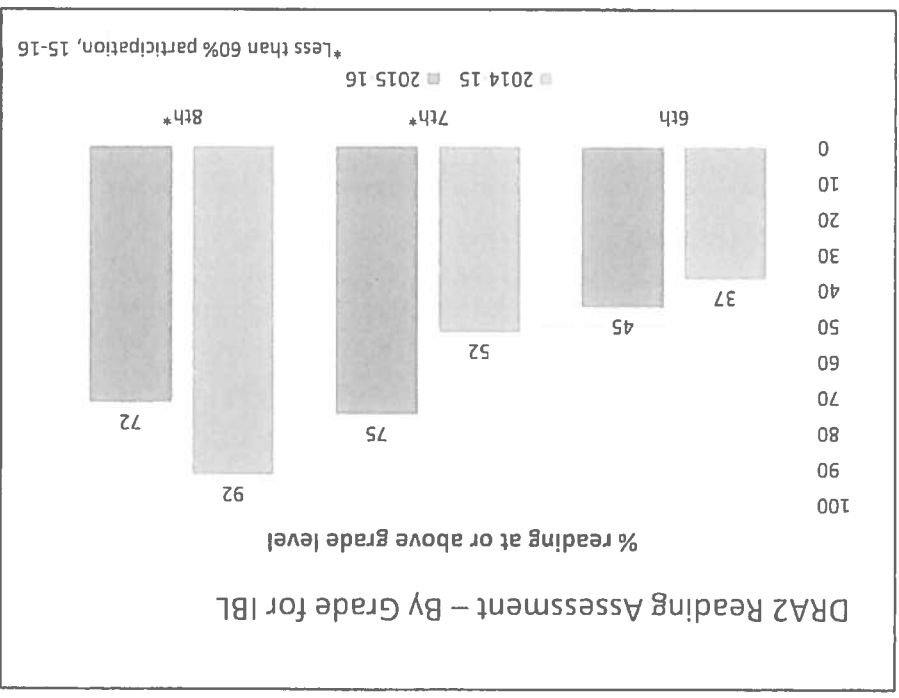
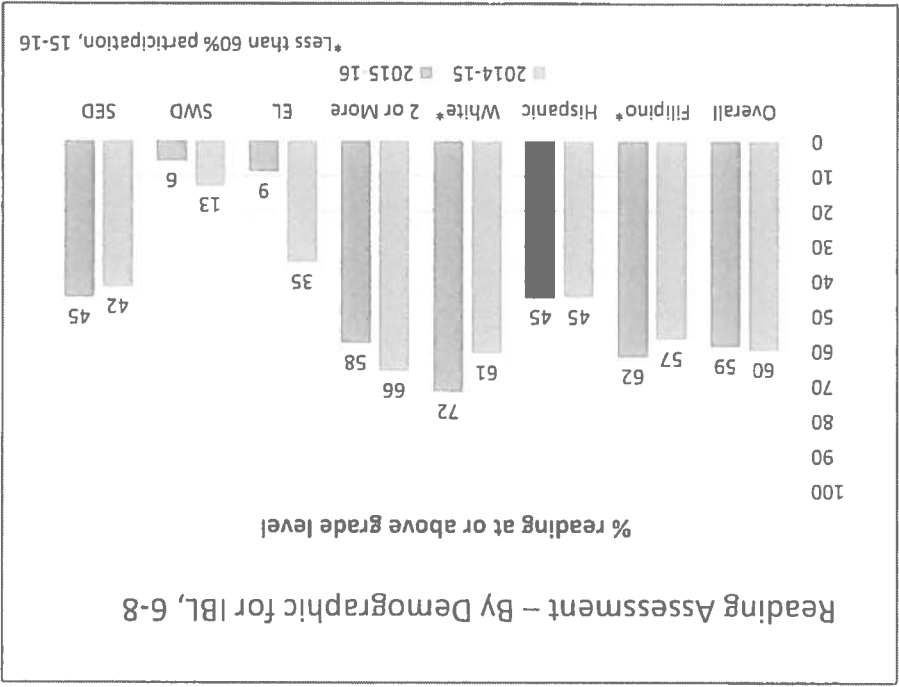


2015-2016 Ingrid B. Middle School Enrollment Demographics

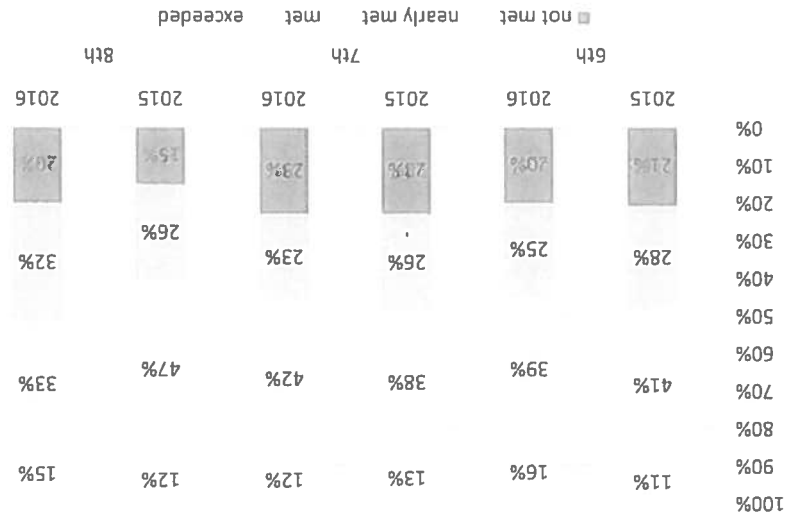
558 students



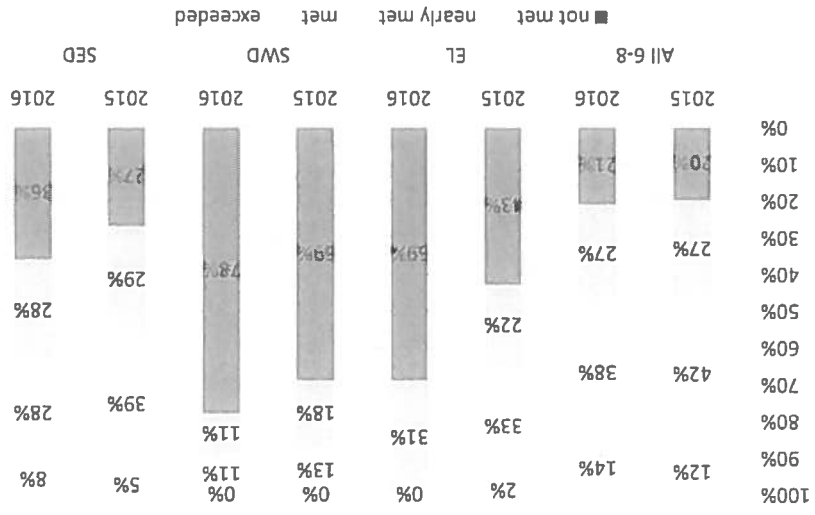
	Number	% of Pop
Socio Economically Disadvantaged	137	24.6%
English Learners	16	2.9%
Redesignated Fully English Proficient	58	10.4%
Students w th Disabilities	66	11.8%

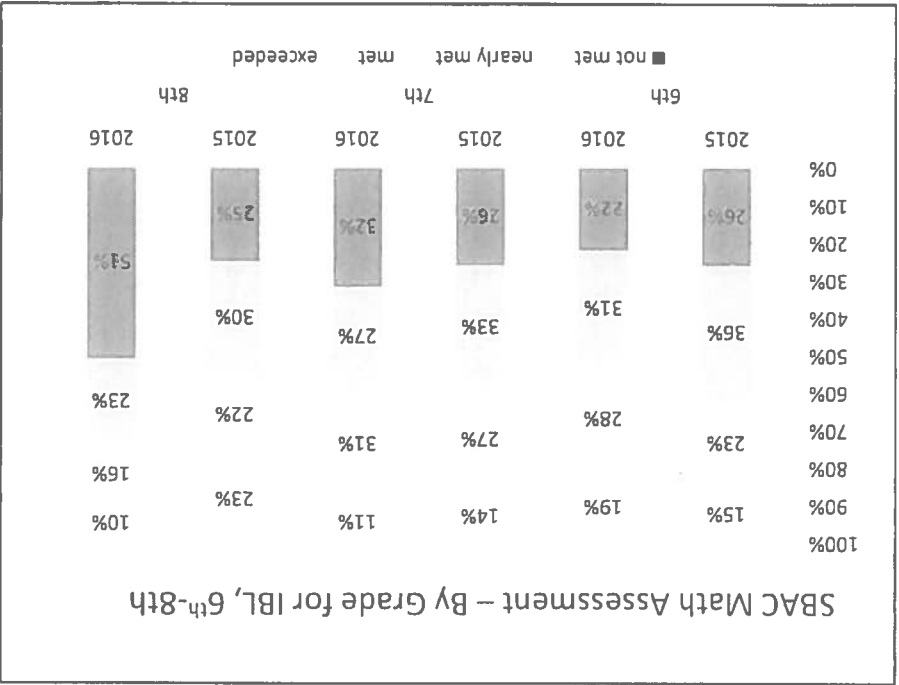
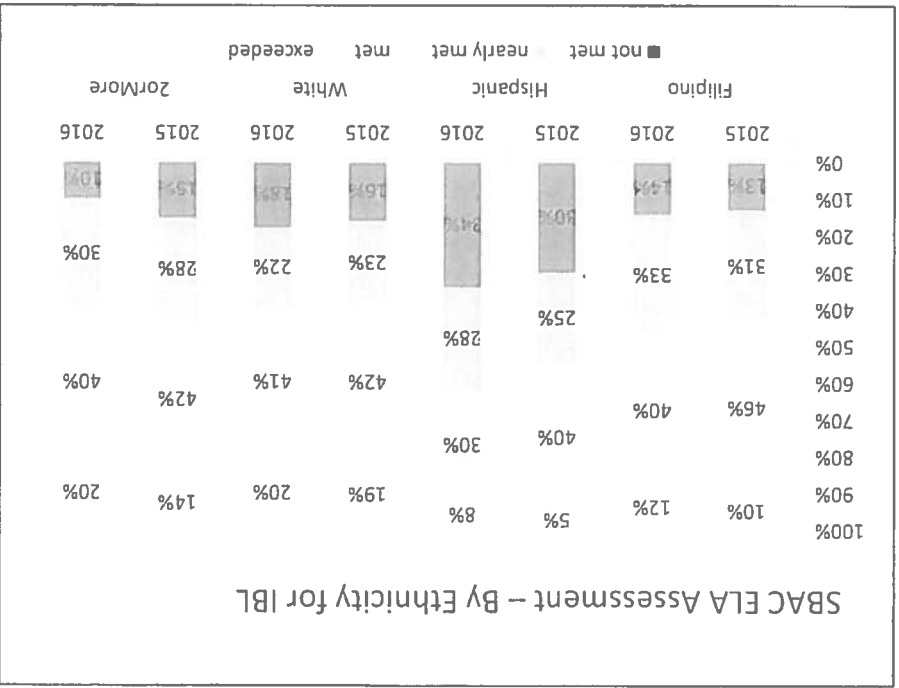


SBAC ELA Assessment – By Grade for IBL, 6th-8th

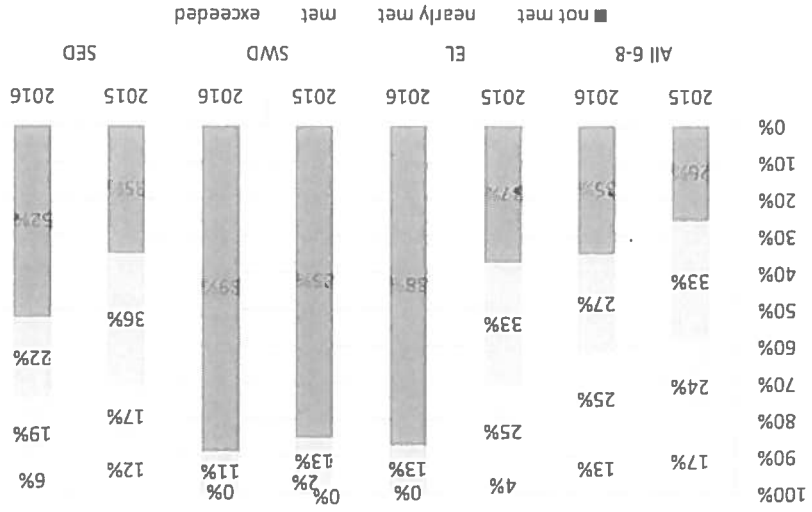


SBAC ELA Assessment – By Demographic for IBL

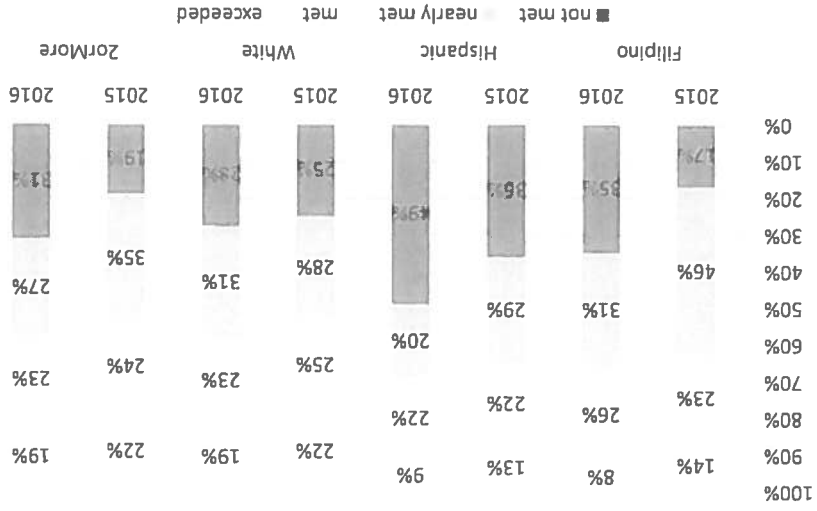




SBAC Math Assessment – By Demographic for IBL



SBAC Math Assessment – By Ethnicity for IBL





Pacifica School District Preliminary 2016-2017 Site Allocations

Ingrid B Lacy

*CALPADS 2015-16

Enrollment *
Underrepresented

152

Resource/mgmt

Code	Description	2015-2016 Carryover	2016-17 Alloc.	TOTAL
0000/0101	General Fund	\$ 33,474	\$ 26,226	\$ 59,700
0342	SPSA Base Funding	\$ 6,275	\$ 61,380	\$ 67,655
0000/0341	SPSA -Supplemental Funds	\$ 2,045	\$ 16,720	\$ 18,765
9010/0131	Mini Grant Account	\$ 1,454	\$ -	\$ 1,454
9010/0136	Danford Grant	\$ 65,102	\$ -	\$ 65,102
9010/0201	MAA Funds	\$ -	\$ -	\$ -
6690/361	TUPE	\$ -	\$ 1,120	\$ 1,120
				\$ 213,796

Allocation Formulas:

General Fund allocation = \$45 + 5% = \$47/student (Examples: Xerox paper, pencils, crayons, writing journals, printing, food)
 SPSA Allocation = \$105 + 5% = \$110/student (includes book replacement)
 Supplemental Alloc. = \$105 + 5% = \$110/Unduplicated Count----Underrepresented

2015-16 Board approved 5% annual increase for Site Funding.

2016-17 - SPSA Base of \$9000 (School Safety Climate) was added to the school assistant staffing ratios
 Staffing ratios were increased by 2 hours per site