

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln High School	31 66951 3134657	November 4, 2021	December 21, 2021

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Starting in March 2020, schools were deeply impacted by the COVID pandemic, which caused upheaval in our educational system and left us without a clear sense of what was happening with our students because we did not have consistent or direct access to them. Our district reopened to in person instruction in early November 2020 and we remained open through June 2021, but we experienced about 50% of our students on campus (in socially distanced and 100% masked environments), and the other 50% were learning remotely through online learning platforms. Additionally, many students were forced home for 2 weeks at a time due to exposure to COVID while at school or in the community. In August, 2021, we were thrilled to reopen with 100% of our students in person for 2021-22 school year; however, we continue to face challenges in our student and staff populations from the pandemic as it relates to absences due to illness/exposure. The impact of the pandemic is also notable given the learning loss, skill loss, and social emotional impact that we are seeing in classrooms. Additionally, our district has opened a second comprehensive high school and expanded offerings at both Phoenix HS (alternative education) and ATLAS (independent study model); all of these shifts have left us working to understand our new normal and create new policies, procedures and practices that support our students and staff.

In preparing for this SPSA, we examined anecdotal data, dialogue with parent groups via our ELAC and boosters clubs, as well as teacher observations (shared in staff and department leadership meetings and WASC committee conversations). More formally, this report pulls from our participation in the Equal Opportunity Schools school wide survey in the fall of 2020 and our students participated in the California Healthy Kids Survey in the 2019-20 year (results were shared in April 2020). We also collect data from other data points including AP test data, grade data, SBAC data, and ELPAC data.

What we have learned from this data is that Lincoln High School is making progress towards creating a student, staff and family community that values their education, works towards graduation, and works diligently to be prepared for college, career, and/or military service. Our systems have been working in better unison towards these goals. We have seen our graduation rates continue to climb and our enrollment in AP courses and CTE completion courses continue to increase over the last 5 years. We have brought on talented teachers who bring skill and experience teaching AP and complex CTE classes, we have expanded our class offerings in the A-G CSU/UC portal, and we continue to offer dual enrollment courses with Sierra College. We have also started a Cadet Corps program and expanded on our club and co-curricular offerings, to include special interest clubs related to social/emotional wellbeing (i.e. wellness club), community engagement (i.e. ALAS and BSU), and curricular support (i.e. French Club). The pandemic has brought much of this forward progress to a screeching halt as we step back and support students with their social and emotional needs, rebuild after learning loss, and help students truly understand their choices post-high school and the impact of today's decisions on those goals and dreams. Our students have gaps in their foundational understanding of the role of high school in their lives and we are working hard to help our students succeed while also trying to manage the social/emotional health of our staff in these incredibly difficult times.

The results of these surveys remind us that we have much to celebrate at Lincoln High School. As we look forward, while we hope to gain additional ground, our true goal is really to get our footing again and to regain our former levels of achievement and outcome. The two most essential needs that we culled from our data review are first: a need to re-engage students in the high school experience through a focus on community and culture, and second: to ensure students understand the role of credits and how essential passing their classes is in order to make progress towards graduation. You will see that the funds represented in this SPSA are singularly focused on these goals - engagement and achievement that leads to graduation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In the 2020-21 year, our administrative team visited online learning/classrooms when possible, but given the shorter school day, it did not happen as regularly as we would have preferred. We did, however, engage in more staff PLC conversation as those meetings were happening far more often. Our admin team did engage in discussions that will inform our WASC report, and we maintained staff and department leadership meetings throughout the fall and spring. As a team, we also met all of our classroom observation obligations through our evaluation process; approximately 50% of our certificated staff were evaluated at least once in the spring 2021.

In the 2021-22 year, we continue to engage with our staff through the formal evaluation process, and we aim to visit classes weekly whenever possible. We also engage in PLC meetings weekly on Mondays, and work with teachers daily through SST, 504 and IEP meetings. Our Admin team is also working to support our staff and leadership teams regularly through our scheduled meetings. Our admin team has divided up our leadership roles to work with specific entities; we offer support to teachers working in athletics, special education, AP classes, dual enrollment courses, our EOS/equity initiatives, school culture initiatives, and we spend significant time visiting and supporting our new hires (we have 15 this year - 13 of whom are brand new to WPUSD!).

This observation data reaffirms the findings in the section above, and reminds us that our staff are feeling the burden of this year intensely. As an administrative team, we are concerned about our certificated and classified staff's wellbeing. They are stretched beyond belief - covering classes because of the substitute shortage, trying to support intensive learning loss in all content areas, aiming to support students who are out on independent study due to illness/exposure, all the while trying to manage their own lives.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The SBAC/CAASPP assessment is one of the most important pieces of data that we currently get from the state, and we are continually utilizing this data to improve instruction and, ultimately, student achievement. Although our students took the SBAC this past spring, the data may not reflect current learning due to COVID, and our reliance on local indicators (specific class pass rates) continues to be essential.

Our teachers continue to use their PLC time and paid collaborative time in order to develop and consider data from common assessments, particularly as we continue to understand the impact of COVID on learning and we bring our new staff into the fold. Although we are not grappling with distance learning in the same way this year, we do have students who are missing school due to exposure/illness, and so creating opportunities for students to take/retake assessments is constantly being evaluated. Of particular concern/conversation is how students and teachers can work together to retake assessments in order to demonstrate mastery of content.

While not a state or local assessment, Advanced Placement exams are another assessment used to measure student performance at LHS. The feedback from these scores is very general in nature, so it does not provide enough specifics to identify specific changes to curriculum, but we do use scoring trends to determine where potential AP professional development or student supports that may be needed.

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

Through the use of both larger, summative assessments (including state tests) and frequent, formative assessments, PLC's compile data to inform best curriculum choices and best instructional practices. PLC's are making significant progress on the use of frequent common assessments that are based upon essential learning standards and evaluated in a similar fashion. With a guaranteed curriculum and calibrated assessment review, PLC's are able to compare and share data and make improvements to delivery and, if needed, fill curricular gaps. This year, finding substitute teachers that can cover classes to promote further collaborative time is difficult, and so a feature of this SPSA is funding set aside to allow staff time to work collaboratively on professional development and PLC oriented projects. We also look at our D/F rate at each quarter and meet with students 1:1 (through APs and Counselors) in order to make plans to get the student on track for credit completion at the semester or credit recovery if needed. We are regularly monitoring our A-G courses, pass rates, and new course additions to provide a balance of A-G and non A-G classes that reflect our goals of graduating students college and career ready.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at LHS are fully credentialed with at least an undergraduate degree and a valid California Teaching Credential. The state of California requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. In addition, CTE teachers have the appropriate CTE credential. All core teachers also hold EL authorizations. Teachers who are designated as interns have contracted intern support providers who are veteran educators that support intern teachers as they develop their teaching skills within the classroom. Additionally, student teachers are closely supported by exceptional educators to ensure that the classroom experience is strong and cohesive between teachers. Our co-teachers receive training multiple times each year (including coaching support) in order to ensure that there is cohesion in those spaces as well.

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

Our FTE adjusted significantly this year as a result of the second comprehensive high school coming on board, which impacted our enrollment at the grade 9 and 10 level. We did advocate strongly for additional support in the Math department in order to ensure slightly smaller class sizes and flexibility in case students were ill-placed in the fall. We also made space for our AVID programming in all grades, and our ELD programming in order to ensure students had access to these supports and resources this year. We aimed to keep teachers at 2 or 3 preps in their school day and to block classes so that that teachers were teaching classes back to back instead of bouncing between content areas through a day.

Significant district directed professional development was provided this summer, and offered again over holiday breaks for teacher convenience. Because we cannot request substitute teachers this year (due to the shortage in that space), funds have been set aside in order to support teachers who engage in professional development, learning and collaboration after school, during weekends, or over holidays.

Our Math department and Special Education department engaged in professional development. Math related to new curriculum for Math 1-2 and Special Education around the co-teaching model.

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

The district offered nearly a month of professional development opportunities this summer, where teachers were paid to attend trainings to ensure that teachers were prepared to maintain high standards in the classroom - there was a focus on engagement strategies and social/emotional learning strategies. Our district recognizes that this kind of professional learning may be helpful year round, and so the summer PD will be relaunched over holiday breaks in order to provide real time/on time access. Site funds have been allocated towards collaborative time, special projects and professional development. In addition, our new teacher are engaging in PD as it relates to clearing their credential.

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

Our district continues to provide support to our staff through a Teachers on Special Assignment (TOSA) model. TOSAs are available with speciality areas in Math, English and ELD supports. We also have a coordinator who bridges between our tech and student services department (ed tech) and a coordinator who recently supported the sciences and now is working on college and career initiatives. Our TOSAs work with PLCs as they work through the development of curriculum maps and common assessments. We (site administration or teachers) also have the opportunity to ask TOSAs to engage with our staff (individually or a team of teachers) on an as needed basis. This year, our TOSAs have been pulled in many directions - most notably as substitute teachers - and so their work at the school site has been more limited.

Probationary teachers that are new to the profession are connected with induction coaches as part of their introduction into the profession; this process includes regular meetings between the teacher, the induction coach, and the administrator evaluating the teacher, so a common groundwork of goals can be developed and all are on the same page. Interns are paired with intern support professionals that work on a similar model of induction and support.

We also have aimed to shift our monthly staff meetings to more of a PD focus than a communication tool. This year, our staff meetings have focused on relationship building, the AVID program, special education services, counseling services, and our Ag CTE program. Future staff meetings will focus on our ELD students, our CTE programs, and other areas for professional growth/collective knowledge that allows our team to move in one direction as a unit rather than siloed by department.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have the ability to meet weekly in Department Professional Learning Communities. PLC's focus on common planning, common assessment, data dissemination, and intervention planning. This year, we are struggling to regain a focus on concise PLC work, as last year teachers had the opportunity to meet daily and with multiple PLCs (subject/grade specific, departmental, and cross departmental). In a typical year, departments are offered professional development/PLC "work days" where the PLC will go to an off site location to spend an entire day on PLC work, but that is hampered by our lack of substitute teachers this year. Instead, our SPSA has significant funds set aside to support staff PD/PLC work through payment for time after school/on weekends/holidays as they see fit and request.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lincoln High School affords all of its students a comprehensive curriculum that is intended to teach the State Standards and is aligned to the State Frameworks as reflected in Lincoln High School's expected school-wide learning results. Lincoln High School has been working diligently the past few years to implement the Common Core State Standards and prepare students for the CAASPP/SBAC and the CAST. Pacing guides have been completed and are being implemented/revised for the core curriculum. Formative/summative common assessments are now being used in the core curriculum. The Illuminate program is being used throughout the school to help with data analysis and dissemination. Materials in English Language Arts (Study Sync), Math (Reveal - new in 21-22), Social Science (TCI) and Sciences (MBER program) are all aligned to CCSS and/or Next Generation standards to help teachers/PLC's create a program that is aligned with performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing guides have been implemented as well as common planning, common assessment, and data dissemination to help plan interventions, and additional intervention classes (ELD, AVID, Credit/A-G Recovery, etc.). The current schedule allows for a student to earn 320 credits total before graduation, while the graduation requirement is only 260 credits, ensuring students have ample time to recover credits and take intervention courses if needed. In addition, during the school day credit recovery courses are offered through both Cyber High and through the regular master schedule, allowing students maximum opportunities to recover credits and graduate on time.

Due to the impact of the COVID-19 pandemic, we added four additional sections of Cyber High as well as extended our Zero Period and Summer School offerings in order to support students with their graduation goals. We also worked alongside state Assembly Bills to support students with conversion of grades to Pass/Fail (in lieu of letter) and to allow for reduced credit loads for qualifying students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Lincoln High School teachers have worked to reach general inter-departmental agreements regarding texts, requirements, and classroom materials that meet the standards. Our site administrators take active roles in implementing curriculum, procedures, policies, and materials to enhance student opportunities. Departments continue to investigate curriculum and ancillary materials that best meets their needs while addressing the CCSS and the state frameworks.

Our district is supporting 100% 1:1 computer:student ratio as a result of the pandemic. This allows our teachers even more flexibility to provide instructional materials to students and allows students to complete and return assignments whether they are learning in class or are temporarily displaced at home. This 1:1 computer model also creates flexibility for a wider variety of learning activities and opportunities to create a range of assessments that may more accurately reflect student comprehension.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

While there is no requirement for high school courses to utilize SBE-adopted materials, Lincoln High School does use standards-based curriculum in the three core areas where clearly defined state standards exist. Physical education adheres to the state PE curriculum requirements for 9th grade PE. CTE courses use the CTE Frameworks to define objectives within their classrooms and to adhere to the expectations of those pathways. Our AP classes rely on the AP program curriculum maps to guide and prepare students for the AP exam. Other classes are approved because they meet the expectations of A-G or otherwise meet a stated need/interest in our community and are aligned with our graduation requirements (if the course is not A-G).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lincoln High School teachers, counselors, and administrators work together to offer curriculum appropriate to all of our students regardless of ability level or special needs. Each student has a four-year plan developed when they enter the 9th grade. These plans are reviewed on a regular basis and include a pathway for each student and a list of A-G requirements. Additionally, LHS has implemented ELD/EL Support classes and Co-Teaching classes to address the needs of our EL/ELD students and Special Education students. We are offering a robust tutoring program Monday-Thursday after school, and plan to launch tutoring during the school day as well.

Evidence-based educational practices to raise student achievement

Over the past few years the following practices have been implemented: Explicit Direct Instruction, Professional Learning Communities, Common Pacing Guides, Common Formative/Summative Assessments, Response to Intervention, Mattos Workshops, Common Core Workshops, AVID training school wide, and EL supports/ELD institute, among others. In addition, our continued partnership with Equal Opportunity Schools (EOS) will allow us to ensure we are reaching the learning potential for all of our students, especially those who may have the desire and aptitude to take higher level courses such as AP or dual enrollment, but who have not taken such courses before due to systemic or personal barriers. Our continued EOS work will help support teachers and students in AP classes that have a far more representative makeup of our school populations.

Parental Engagement

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

- ~AVID (9-12 grade)- promoting a college going mindset in students who come from families/circumstances that have little/no college attendance in their background
- ~Odysseyware/CyberHigh -credit recovery built in before school and during the school day
- ~School Counselors, Mental Health Specialist, School Psychologists, Wellness Together supports - a variety of counseling options to meet the individual needs of students who have socio/emotional blocks impeding their success at school
- ~Counseling Support - our counselors meet with each student 1:1 each year in the spring in order to check in graduation progress and make class plans for the upcoming year. In the fall, counselors meet with every senior for 20-40 minutes to go over a personalized plan that is geared towards their personal goals to graduate/post graduation. Additionally, our counselors meet with each grade level at least once annual in classroom settings to preview/expose them to topics of interest at each grade level. This information is also pushed out to families via our ParentSquare services and our monthly newsletter to promote home/school connections.
- ~Youth Development Network- A program focused on relationships where students are invited to work with teachers on improvement plans for the relational aspects of schools and help teachers build student success through relationships
- ~Link/Zebra Crew- A program for freshman students to be welcomed into the school and integrated more completely; this team will be brought back to work with students in our Breaking Down the Walls program in January
- ~Schoology- An easy to use learning management system that allows students and parents to easily view grades, see assignments, and email staff at the school
- ~Academic Tutoring before, during, and after school- Offered four days a week, this critical program offers all students the opportunity to get help from teachers and peer tutors in whatever subject they need help in. This service is provided both in person and virtually
- ~AVID/ELD tutoring - students tutors support EL and AVID students in their core academic classes, so that students can receive peer tutoring for on the spot interventions.
- ~Parent Square - A way for LHS administration to communicate with all parents via email and telephone with important information
- ~EL Liaison- A full time, Spanish speaking classified employee who helps facilitate comfortable communication between the Spanish speaking parents and the school. We also provide monthly workshops to our EL community about topics of interest and to support engagement of families with the school during the time of year that is most important (i.e. talking about course selection just before we launch course selection season)
- ~Translation Services (written and spoken)- translating services to help the school better communicate through written documents and at meetings through a telephone translation line.
- ~Major documents such as our Student Handbook and Course catalogue are now translated into Spanish, and teachers are able to have assessments translated as well, allowing greater access to learning materials for our Spanish-speaking EL students. The Parent Square program also translates materials into languages based on parent need
- ~Monthly newsletters to families (available in multiple languages) - a monthly digital newsletter that speaks to the most pressing need of that month and speaks to priorities and supports for students in each grade level
- ~Social Media Presence - daily posts about the life and community at LHS - goal is to community key information for our community, encourage engagement and to promote specific programs (i.e. tutoring) periodically

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

Parent and community involvement is of the utmost important to Lincoln High School. Lincoln High School works diligently to communicate with parent(s)/guardian(s) and community representatives on a regular basis through decision making bodies such as Site-Based Leadership Team (SBLT), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and WASC focus groups. In particular, our ELAC meetings have become a point of pride for the school, with attendance often exceeding 60 parents. These parents are now critical members of other advisory groups, including our AVID site council, our SBLT, and our WASC committees, while also helping to inform school site plan (SPSA) decisions. Our SBLT team includes a multitude of volunteers this year. We will continue to have meetings with flexibility in mind (online and virtual options) to ensure parent access to involvement despite the challenges of meeting in our current COVID situation and parent time constraints.

Funding

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

Lincoln High School provides and supports a variety of programs to offer our students' academic success: "Link/Zebra Crew" program is offered before the start of the school year and provides insight for high school success. AVID is offered to students who have the potential to go to college but may lack the home expertise or support to make college seem realistic. Intervention classes are offered in a number of subject areas to provide students with multiple options/opportunities to meet the graduation credit requirements. ELD classes are offered for those students needing help in acquiring the English language, including a pure ELD class for first year "newcomers." Tutoring is offered free of charge to students after school in the library four days a week. A Freshman Seminar class is a new offering this year to help support the transition to high school. Other supports services, such as our mental health services and guidance counseling services, are supported by categorical funds to meet the socio/emotional needs of some of our most at-risk students. This fall, we have continued to advocate for additional supports, particularly regarding social emotional health in order to meet the needs of our students.

Fiscal support (EPC)

Lincoln High School continues to receive funds from the district LCFF/LCAP to specifically address the needs of under-achieving students. This year, the site benefits from carry-over funds from 2020-21, and we continue to benefit from substantial supplemental funding, as the district has decentralized much of the spending in these fund to give greater flexibility to sites in how they appropriate these monies. In addition, Lincoln High School receives Ag Incentive grants, CTEIG funds, COVID/Learning Loss Funds, Medi-cal Grants, and other monies to help support the variety of programs LHS offers to its students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We collected input and feedback on our SPSA from our Staff Site Leadership Team, our Student Leadership Council, our School Site Council, and our English Language Advisory Council (ELAC). Our SPSA was on the agenda for our Site Leadership Team on 9/14/21, our School Site Council on 11/4/21, and our ELAC team on 10/20/21. I meet with our Student Leadership Council about twice monthly, and we talk generally about priorities for instruction and culture, and the plans in this SPSA have been shared with them in general terms through those conversations.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.59%	1.54%	1.4%	32	32	29
African American	2.33%	2.69%	2.4%	47	56	51
Asian	3.02%	2.69%	2.4%	61	56	52
Filipino	2.43%	2.79%	2.8%	49	58	59
Hispanic/Latino	29.19%	30.5%	30.3%	589	635	645
Pacific Islander	0.99%	0.77%	0.8%	20	16	18
White	57.19%	56.39%	57.0%	1154	1,174	1,215
Multiple/No Response	%	0.72%	2.1%		40	44
Total Enrollment				2018	2,082	2,131

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	565	556	589
Grade 10	548	542	546
Grade 11	491	511	508
Grade 12	414	473	488
Total Enrollment	2,018	2,082	2,131

Conclusions based on this data:

1. Although our campus continued to grow through the 2019-20 year, the percentage of our various subgroups was relatively stable.
2. It is of interest that our enrollment by grade level cohort year to year declines. For example, grade 9 in 18-19 was 565; in 19-20, grade 10 had 542 students; in 20-21, grade 11 had 508 students. This causes me to wonder if that is due to students moving to alternative educational experiences (i.e. to Phoenix) or if this is an impact of COVID and families looking for alternative options due to health concerns.
3. The Spring of 2019 and the 2019-20 year were difficult as a result of COVID. As we'll notice later, student achievement suffered tremendously as a result. Although this table doesn't reflect it, in the 2021-22 year, our enrollment changed significantly again due to the opening of a second comprehensive high school in our district. Our grade 9 and 10 enrollment fell (to 314 and 351 students), while grade 11 and 12 enrollment stayed relatively stable (with 500 and 477 students enrolled). We also have some shifting of students (through the intradistrict process) based on program offerings that are available at one high school versus the other. Our enrollment by subgroup seems to have remained relatively stable, however. We will definitely be monitoring these changes in enrollment and demographics in order to craft goals and objective that best fit our population as it shifts and changes.

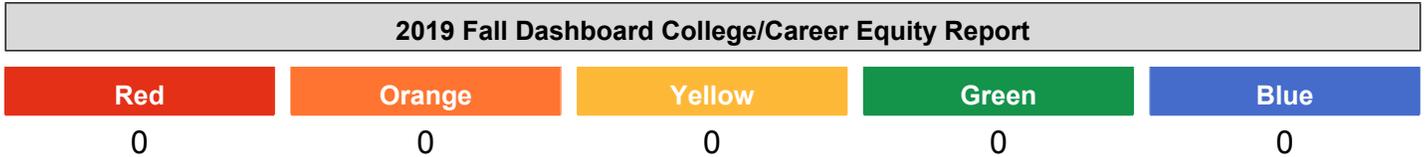
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>52.4</p> <p>Increased +5.6</p> <p>429</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
46.8 Prepared	46.9 Prepared	52.4 Prepared
21 Approaching Prepared	21 Approaching Prepared	18.9 Approaching Prepared
32.2 Not Prepared	32.1 Not Prepared	28.7 Not Prepared

Conclusions based on this data:

1. We are pleased with the growth from 2017 through 2019 as reflected on this dashboard. Overall, we saw growth in our student preparation for college/career by 5.6%, and over 52% of our students are prepared. As we look at our dashboard for college and career preparation, we are seeing student move from not prepared to approaching and from approaching to prepared. Over the years, we have moved 3.5% of our students out of the "not prepared" category and 5.6% more students are in the prepared category.
2. Our goals must continue to support the shrinking of the "not prepared" category, and we must ensure that we are moving more students from approaching to prepared each year. Students need to have choice as they approach their lives after high school, and regardless of the path they take, we have a responsibility to ensure they are prepared for whatever choices are best for them.
3. It will be interesting to see how this dashboard changes in the coming years as we look past COVID and we find ways to help students 'catch up' given learning and time/focus lost due to the pandemic. The impact of mental health challenges may also negatively impact this section of our dashboard. Our counseling team and our teachers will continue to push to support students in the moment, as well as to educate students on their choices and the paths they can take to achieve their goals.

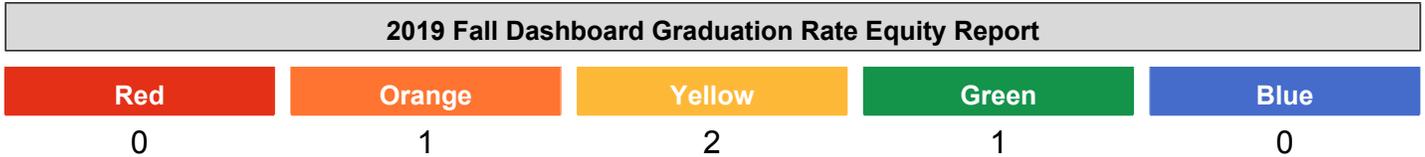
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Yellow 93 Declined -1 429	<p>English Learners</p>  No Performance Color 85.7 Increased +2.9 28	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 85.7 14	<p>Socioeconomically Disadvantaged</p>  Yellow 91 Declined -3.3 166	<p>Students with Disabilities</p>  Orange 83.3 Declined -4.6 54

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 94.1 Declined -5.9 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 93.2 Maintained +0.1 118	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 92.3 Declined -2 260

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94	93

Conclusions based on this data:

1. I am proud of our graduation rate, and we will continue to work to regain recently lost ground. We are also grateful to programs like Phoenix High School for the opportunities they offer some of our LHS students to transfer to an alternative setting where graduation become attainable through alternative models of credit collection and learning. Although our dashboard does not reflect this yet, it will be important to monitor our progress on graduation rate given the impact of COVID. Our D and F rates have been much higher than typical in the last year. Although we are providing options for credit recovery and expanding programs like CyberHigh, Phoenix HS and ATLAS, we will need to continue to support students who struggled through the pandemic due to lack of in person instruction, anxiety, or less time in the classroom.
2. It is clear that the work our site has done to support EL students is having a positive impact of our EL graduation rate. However, we have work to do to focus on the graduation rate of Special Education students and those who are socio-economically disadvantaged. Through this report, you will see that significant resources are being put in place to support students in all of these sub groups in order to get them support in the moment. We also continue to work with our Special Education team to create courses and differentiated instruction that supports higher levels of learning and achievement (and graduation!) for students with disabilities. We continue to work with the Equal Opportunities Schools program in order to provide appropriate supports, high interest coursework, and positive adult engagement for students who are socio-economically disadvantaged in order to encourage their learning and achievement.
3. Although our subgroups are not significant in size, I am concerned about the decline in graduation rate among our Asian and White students. We will need to closely monitor these groups in the coming years to ensure this does not become a trend among the sub groups. I will look to our AVID program to help us ensure we have the right students in our AVID programs, that we are creating a graduation-minded philosophy within our subgroups and that we continue to consider how to support students as they look to life after high school - we need to ensure all students, and particularly those in these sub groups, have goals for their time after LHS that creates motivation to graduate on time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

Lincoln High School Supports College and Career readiness for all of our students. We want all students to leave LHS with a concrete goal they are aiming for that supports college or career advancement, as well as a plan to actualize that goal. We want our students to leave LHS with the skills and dispositions that allow them to be independent and to contribute to our local and/or larger community. We provide supports for students starting in their freshman year in order to bridge gaps, support language development, and to set students up for high levels of success in both college preparation education (A-G courses, AP classes, Honors classes) and career technical education (CTE programs).

Identified Need

Lincoln High school aims to reclaim ground on our graduation rate and to return to our pre-COVID rate of 94% graduation and to retain our level of preparation for college/career at 52.4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
graduation rate	2018: 94%; 2019: 93%; 2020: 98%	2022: 98%
college/career readiness	2019: 52.4% prepared; 18.9% approaching prepared; 28.7% not prepared 2020: 56.8% prepared; 29.1% approaching prepared; 14.1% not prepared	2022: retain level of 'preparation' at/above 56.8%; shrink level of 'not prepared' to below 14.1%
D & F rate	Q1 2019: 11.6% of all grades were D or F Q1 2020: 26.4% of all grades were D or F Q1 2021: 19.2% of all grades were D or F	Semester 1, 21-22: 15% of all grades are D or F Semester 2, 21-22: 13% of all grades are D or F
ELL/EPLAC Scores	Sp 2021 data: 72 students at 'beginning' or 'somewhat developed level; 59 students a	increase 'well' and 'moderately developed student count from 59 to 65 students; 'beginning'

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	'well developed' or 'moderately developed'	and 'somewhat' developed should lessen, but may remain stable as we continue to have students arrive/enroll who are new to our country/language
EOS Survey data - 2019-20 year	goal of 50% of students in all sub groups and at med/high and low income levels to participate in AP courses; as of 19-20, the goal was to increase AP participation by 40 students (with specific numerical sub groups in each target area)	retain AP enrollment in 21-22 year at the 2019-20 level and work to develop plans to increase in 22-23 enrollment year
AP Test pass rate	Spring 2021 (Covid): 492 tests given; 55% pass rate Spring 2020 (Covid): 380 tests given (at home; modified tests); 64% pass rate Spring 2019: 394 tests given; 57% pass rate Spring 2018: 340 tests given; 51% pass rate	want to sustain our testing at 500+, want to increase test passage to 57%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are first generation to attend college; students who have been identified as well suited for AVID program.

Strategy/Activity

Continue to offer AVID programming in grades 9, 10, 11 and 12. The AVID elective (2 sections per grade level - supporting 60+ students at each grade annually) is designed in order to provide scaffolded support with college and career exploration, providing academic supports for students as they navigate high school and begin to prepare for college and career entrance, and with the college and career application process. In addition, we offer AVID tutoring - an opportunity for our AVID students to provide peer support, build job/resume experience, and for our students receiving AVID tutoring support to get supports through the best practices of AVID strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials to host AVID parent nights
10000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures field trip expenses for visit to UC Davis and CSU Sacramento and other local colleges in our region
800	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries cost to cover substitute teaching staff required for field trip supervision and for AVID visits
1500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies purchase of a display case to be used to display, market and celebrate AVID program materials, achievements and student success
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies white boards, printing, and other classroom materials needed to facilitate AVID best practice instruction
1700	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries AVID Stipend
15000	LCFF-Supplemental (Site Fund) 0000: Unrestricted Attendance at AVID Summer 2022 Institute (registration, travel and other expenses)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student (focus on junior and senior classes, primarily); students would need to be on track for A-G course completion to participate.

Strategy/Activity

Take students on college visits. We plan to offer two trips - the first to visit San Francisco State, UC Berkeley, and St. Mary's (Cal, UC and private school). The second trip would visit San Jose State, Santa Clara Univsirsty and Stanford ((state school, large and small private schools).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2600	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures bussing costs for 2 district busses (one per trip); actually cost would be closer to \$2200/bus, but we would offset cost by asking for \$15/student contribution towards bussing
400	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries cost to cover substitute teaching staff required for field trip supervision

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AP students taking AP exams in the spring (sophomores, juniors, seniors)

Strategy/Activity

We plan to set up experiences for students taking the AP tests, particularly those taking the test for the first time. Workshops would be held focusing on learning strategies and test taking strategies. The workshops would be held after school and/or on weekends. Workshops would be about 3 hours long and would be offered about 2x/month beginning in January.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies supplies for workshop
960	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries approximately 24 hours of teacher time to host and prep for workshops (24 hours x \$40/hour)
2500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies cover expenses of AP test for students with a financial need; this will allow up to between 50-100 students to access AP tests at reduced/no cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELD Supports for Newcomer English Language Learners during their school day

Strategy/Activity

We hire students who are proficient in English and a second language (focus on Spanish, Japanese, and Tagalog based on our newcomer population with an ELPAC score of 1 or 2). These tutors push into academic classes of newcomers to help them navigate instruction, directions and assignments that are provided in English by their teachers. We also offer after school tutoring for EL students, but that is captured separately. We also hired younger tutors (sophomores) as volunteers who then are first in line for paid roles in their Junior and Senior years.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

39,000

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries hiring 22 bilingual student tutors to cover additional classes. The teacher coordinator works with counselors and tutors to assign the tutor to work during their unscheduled periods based on EL student classes/language needs. Tutors provide support in Spanish, Japanese and Tagalog. Tutors work about 3.675 hours/week, 30 weeks in a year (so about 110 hours annually) at a rate of \$16.50/hour.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Open to all students after school; students in AVID, EL students, and students who are struggling academically are encouraged to attend through teacher referral or as a part of a test retake policy.

Strategy/Activity

Our LHS peer tutoring program provides drop in tutoring after school (M: 2-5 pm, T: 3-6 pm, W: 3-6 pm, Th: 3-6 pm; evening tutoring from 6-8pm on Thursdays only). Tutoring is available in all subjects, and in multiple languages. We offer tutoring in person or online via Google Meet. Our program provides support for LHS students, and other schools (TBMS, GEMS, TBHS) also have access to our tutors (they help to pay the costs for the time they use); we are looking to expand this support to ATLAS as well. Our tutoring program provides traditional tutoring and homework help, and also provides test retakes and test prep with guidance on parameters from the teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

21576

Source(s)

LCFF-Supplemental (Site Fund)

	2000-2999: Classified Personnel Salaries student peer tutoring pay (124 days of tutoring x 3 hours/day x 4 tutors x \$16.50/hour)
17112	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries certificated staff tutoring supervision pay (124 days of tutoring x 3 hours/day x \$46/hour)
2112	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Thursday evening student peer tutoring pay (32 days of tutoring x 2 hours/day x 2 tutors x \$16.50/hour)
5888	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries certificated staff tutoring supervision pay (32 days of tutoring x 2 hours/day x \$46/hour)
6138	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries additional tutoring time for busy days; tutors are on standby at a rate of \$16.50/hour; this line allows us to support up to 3 extra hours of support every day that the tutoring center is open
1200	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials for tutoring program as well as pins for tutors

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All/specific groups (noted below)

Strategy/Activity

Our district supports our school and this goal through a variety of initiatives supported at the district level:

~College & Career technician (supporting all students): this classified position will provide support to our counselors and via our College & Career Director position to support students and families with direct support around preparation for college and career; this new hire will provide supports like FAFSA and application workshops, will coordinate college and career fairs, and will help to keep our site college and career student portal up to date.

~College & Career Counseling intern (supporting all students): our intern works 2 days per week on site and has been working primarily on setting up virtual college visits and keeping our site college and career student portal up to date

~Class meetings and 1:1 student meetings (supporting all students): our counselors meet with each grade level at least once annually by pushing into classes; they meet with every student 1:1 in the winter in order to help them plan for the upcoming school year and reflect on their 4 year plan. Our counselors also meet with our seniors throughout the year in whole group and 1:1 meetings to talk

about planning for their future. Our counselors meet 1:1 with every senior in Quarter 1 and provide them with a personalized plan forward based on their stated interests and goals; they are available to meet 1:1 to review college essays, write letters of recommendation, and more throughout the fall and winter; in the spring, our counselors meet with seniors students 1:1 and in groups to discuss scholarship opportunities

~EOS program (supporting students with access to AP and honors A-G course as well as capstone CTE courses): this initiative allows us to survey every student to collect data on student goals and plans; it allows us to match every student up with a trusted adult, and gives us data that allows us to encourage students to pursue high level coursework (A-G, AP, honors, CTE capstones) that set them up for success with college and career skills and preparation; this initiative also supports equity and diversity training among our staff.

~CTE programs and pathways & AP/A-G/honors/dual enrollment course offerings (supports all students): our district supports the development of these courses, and supports our site financially through stipends and training that keep our staff on the edge of innovation in education

~Honor students who graduate with special distinctions emblems of their distinction (patches, stoles, pins) that they wear at graduation; examples might include seal of biliteracy, A-G completion, CTE completer, honor by department)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified The district promotes these programs and services through their staffing priorities, LCFF funds and grant funding.
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies graduation emblems (patches, stoles, pins)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

These programs have been implemented in prior years, but this year's goals and plans are expanded in order to meet the needs of particular populations (for example, offering tutoring in Japanese and Tagalog), or based on changes to our bell schedule (for example, the removal of STRIPES this year), or to meet the anticipated needs of students as we rebound from COVID

(higher levels of Ds and Fs; missed time with counselors and teachers to discuss college/career readiness, etc...).

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

We feel that these financial figures are on target for the 2021-22 year. We did not spend all of our funds from our 2020-21 SPSA, and the funds that have been carried over to 2021-22 have allowed us to expand our program offerings (for example offering more tutoring support time) and to be flexible to meet student needs throughout the year as we become more aware of the needs of our students.

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

We will continue to evaluate the needs for services and the effectiveness of our programs by examining our student's grades (D or F rate) and our graduation rates. We will also monitor our metrics (listed above) to watch for growth and development of our sub groups and their needs (decrease in ELPAC level 1 and 2 scores; accomplishment of IEP goals and SpEd graduation rates).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

Lincoln High School supports engagement in our academic, arts, social, and athletics programs. We want all students to feel valued as students, and to feel they have a voice in their classroom and social spaces. Additionally, we want to encourage parent engagement through our School Site Council, ELAC, district committees (DELAC, Facilities Use, etc...) and participation in school activities. We are focused on rebuilding our school culture - which has been impacted by COVID as well as the opening of our second comprehensive high school in our community which has removed students and programs from our campus. We are proud of our history and traditions and want to continue to work to make LHS a place where students and staff learn, grow and thrive.

Identified Need

Increase the activity engagement of students, staffulty and families in our school and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EOS data from fall 2020	of the 316 students on the 20-21 outreach list, 250 had identified 1+ trusted adult on campus (79%)	Given the impact of COVID, ensure opportunities for engagement and involvement in order to maintain these percentages.
Per Health Kids Survey (2019-20)	33% (9th) / 44% (11th) experienced sadness or hopelessness	Given the impact of COVID, ensure opportunities for engagement and wellness together/counseling supports in order to maintain these percentages.
Per Health Kids Survey (2019-20)	90% (9th) / 94% (11th) perceive our school as safe (not unsafe or very unsafe)	Given the impact of COVID and that we have all students on campus, we want to work to provide space spaces in order to maintain these percentages.
Per Health Kids Survey (2019-20)	59% (9th) / 58% (11th) experience school connectedness	Given the impact of COVID, ensure opportunities for engagement and involvement

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		in order to maintain these percentages.
Per Health Kids Survey (2019-20)	57% (9th) / 66% (11th) perceive there are caring adults at our school	Given the impact of COVID, ensure opportunities for staff to engage and be involved in our student's lives in order to maintain these percentages.
Per Health Kids Survey (2019-20)	21% (9th) / 24% (11th) feel they participate meaningfully at school	Given the impact of COVID, ensure a variety of opportunities for engagement and involvement in order to maintain these percentages.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Focus on School Culture - We are Lincoln!

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3900	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Learning by Living - summer professional development around building culture; 13 staff participated
14559	LCFF-Supplemental (Site Fund) 7000-7439: Other Outgo LHS Value Team t-shirts for all LHS students
5400	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Guest speaker for first days of school - whole school assembly and met with student

	leadership groups around campus on first days of school
3000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Guest speaker that worked with our student leaders as they prepared for orientation of our incoming 9th graders
5000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Guest speaker that worked with our staff during our staff development day in August - the goal was to get comfortable with each other after COVID, build relationships and prepare to open the year as a team
7200	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Breaking Down the Walls Program - 4 days of student development focused on relationship building and culture development as a school site
2000	LCFF-Supplemental (Site Fund) 7000-7439: Other Outgo Incentives for SBLT, ELAC and other engagement meetings/activities for parents and students - to encourage participation and attendance

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in Science classes primarily; potential to involve all students, families and all WPUUSD 3rd graders

Strategy/Activity

Annual LHS Science Expo - this is our annual science fair hosted by our Science Expo club; activities are put together as part of project based learning in science classrooms and are NGSS focused in that they are phenomenon based. Over 100 LHS students participate in the development and implementation of this fair, we host all of the 3rd graders in the district for a field trip to experience the Expo, and we open the Expo for a second day that is exclusively for the community to come and participate/learn/explore.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries substitutes to cover teachers who are supervising the Science Expo program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We are planning to pilot an intervention based tutoring program during the school day for our students. Our plan would be to assign two tutors to be in the library during each period, and teachers can send students to the library by appointment in order to get support with reteaching and/or to get caught up on an assignment. Our goal would be to focus on students who have grades of Cs, Ds and Fs in order to bump those grades to support lower D & F rates at the quarter/semester. Students who make progress in these sessions could be referred by the tutor and/or teacher to attend after school tutoring for additional support. This type of program has the potential to support over 5000 students this year. If this program is successful, we may look to expand it and create a learning center model that is supervised/organized by a teacher as well.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

23000

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
up to 2 tutors per period x 120 days x 4 periods
x 1.5 hours x \$16.50/hour

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In a typical school year, it would be an important priority to provide collaborative time for our staff to work on professional development, collaborative meetings, and project oriented work. This year, we re facing a significant crunch with substitute teachers, making this type of work during the traditional school day almost impossible. To that end, I would like to support teacher learning and development by paying teachers on a stipend form/time card for this type of work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

18000

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
This figure is based on every staff member (90 certificated/classified staff) taking 1.5 days of professional development at some point in the year). It's been communicated to all staff that these funds are available and that the criteria are pre-approval, a clear outcome/agenda for the time, and that it benefits the PLC or classroom work of the teacher.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Our district is providing additional opportunities for our site to engage our families and students in our campus community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified
Herd Time - flexibility in our master schedule to provide a homeroom type atmosphere that allows us to focus on non-instructional priorities like community building, grade checks, class meetings, etc...

None Specified
None Specified
Character Strong curriculum - a social emotional development curriculum offered to all LHS students during Herd Time

Associated Student Body (ASB)
None Specified
Clubs, Athletics, Arts, Activities, Rallys and School Wide Events - these types of activities are the heart beat of our campus and help students find connection with their peers and their interests. We support these initiatives through ASB accounts.

None Specified
None Specified
We encourage families to engage in our site leadership through our School Site Council, our English Language Advisory Council, our Boosters Clubs, district committees (facilities use planning and DELAC), and volunteer opportunities

None Specified
None Specified
Our district has provided us with supports for student wellness by paying for 5 days of Wellness Together services (we can serve 25 students at a time with 1:1 counseling), the Substance Abuse Prevention program (hosted by our SRO and Mental Health Counselor) and initiatives like Equal Opportunity Schools (EOS) that allow us to better understand our students needs and goals so we can align our staff and class offerings appropriately. We are working to support students where their needs are; as we become aware of needs, we are working to provide interventions and supports that allow students to overcome challenges (and hopefully thrive) in their high school experience.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

In 2020-21, there was almost no engagement in our school culture until about March 2021, when we were allowed to re-start athletics programs. It has been a journey to get our students to reengage in our traditions and activities, and to teach our younger students what it means to be a Zebra. In 2020-21, in order to mitigate these concerns, our site began running and advisory class to build connection with students. It was successful in some places, but not across the board. We are making an effort to reestablish connections and community by offering activities, providing site-wide programs, and encouraging participation for both our students and our parents/community.

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

We are putting significant funds towards this goal in order to make up for lost ground due to the pandemic. We are also concerned about students ability to participate if their grades are not strong.

We know that positive engagement in school tends to lead to higher graduation rates, and a higher likelihood to leave high school with a concrete plan for the future.

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

Our EOS survey is wrapping up at the end of 2021. It is our hope to compare the data from EOS with our most recent healthy kids survey, and our anecdotal data from students in order to assess our goals and plans for Spring 2022 and the 22/23 year.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	215,645.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	215,645.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	15,000.00
1000-1999: Certificated Personnel Salaries	45,860.00
2000-2999: Classified Personnel Salaries	91,826.00
4000-4999: Books And Supplies	9,300.00
5000-5999: Services And Other Operating Expenditures	12,600.00
5800: Professional/Consulting Services And Operating Expenditures	24,500.00
7000-7439: Other Outgo	16,559.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF-Supplemental (Site Fund)	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	45,860.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	91,826.00
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5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	24,500.00
7000-7439: Other Outgo	LCFF-Supplemental (Site Fund)	16,559.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,586.00
Goal 2	83,059.00

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:

- 1 School Principal
- 10 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 5 Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested: