

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln High School	31 66951 3134657	October 24, 2022	November 1, 2022

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Educational Partner Involvement .....	14
School and Student Performance Data .....	15
Student Enrollment.....	15
CAASPP Results.....	18
ELPAC Results .....	22
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	42
Budgeted Funds and Expenditures in this Plan .....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source .....	49
Expenditures by Budget Reference .....	49
Expenditures by Budget Reference and Funding Source .....	49
Expenditures by Goal .....	50
School Site Council Membership .....	51
Recommendations and Assurances .....	52
Instructions.....	53
Instructions: Linked Table of Contents.....	53
Purpose and Description.....	54
Educational Partner Involvement .....	54
Resource Inequities .....	54
Goals, Strategies, Expenditures, & Annual Review .....	55
Annual Review .....	56
Budget Summary .....	57
Appendix A: Plan Requirements .....	59
Appendix B:.....	62
Appendix C: Select State and Federal Programs .....	64

# 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).

The last several years have 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 due to the COVID-19 pandemic and subsequent policies related to absences. As noted last fall, we were thrilled to reopen with 100% of our students in person, however, we continued to face challenges in our student and staff populations from the pandemic as it relates to absences of both students and staff 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. The 2022-23 year got off to a smoother start, and our incoming freshmen students seem better prepared for the high school experience. We continue to face unique pressures due to declining enrollment given the opening/expansion of 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 2021 and our students participated in the California Healthy Kids Survey in the 2021-22 year (results were shared in April 2022). 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.

Our administrative team aims to visit each classroom at least once a month, and we rotate our visits so that every admin visits every classroom about twice a year. Those staff who are evaluated (approximately 50% of our certificated staff) are visited more regularly through formal observations and drop in visits. Our team continues to participate in PLC conversations each Monday, and our site team we heavily involved in conversations in the winter and spring of 2022 as we prepared for and debriefed from our WASC visit in April 2022.

In the 2022-23 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 13 probationary staff at LHS this year; 3 are in their first year, and 10 are returning to LHS for their second year).

This observation data reaffirms the findings in the section above and reminds us that our staff continues to feel the pressures of their job intensely. Specifically, there has been a shift in the dynamic between families, students, and teachers in the last two years, and teachers are conscious of this change. Our administrative team works to support our teachers, while also working to help families understand the systems of support in place for their students. We notice that most students continue to come to campus and make great choices, but there are challenges where both students and parents may not feel that the school is looking out for the best interest of their child or is covering for staff members, and this creates unique challenges. As an administrative team, we are concerned about our certificated and classified staff's well-being. 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. Similarly, students are burdened with a heavy academic load after a season where the expectations may not have been as significant. Students have developed new priorities and desires to engage with others digitally versus live, and we see these impacting students in the classroom and in how they manage challenges with peers.

## 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 are struggling to support students who missed significant amounts of school during COVID and in the 2021-22 year 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.

Finally, we were pleased that our WASC visit in April 2022 suggested that we were on the right track as a school site. Our WASC visiting team reported that our challenges were mirrored across the state, and that our goals for the 2022-23 year showed promise in terms of mitigating our challenges.

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 again this year as a result of the second comprehensive high school coming on board, which impacted our enrollment at the grade 9-11 level. We did advocate strongly for additional support in the English 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 throughout a day. Although we had a significant loss of enrollment in grades 9-11, we did see an uptick in enrollment across grades 9-12, and especially in grade 12, due to new construction and families desiring for their child to have a typical 'senior year' now that COVID has largely passed.

Significant district directed professional development was provided this summer. This year, teachers can request substitutes for professional development with advance notice. In addition, we have set aside funds to support teachers with collaboration time during the school day and/or who engage in professional development, learning and collaboration after school, during weekends, or over holidays.

Every department will have access to an entire release day in the 2022-23 year to support our efforts on our PLC development.

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 specialty staff with focus on Math, English and ELD supports. We also have a coordinator who bridges 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. We lean on these specialists to coordinate work with PLCs as they work through the development of curriculum maps and common assessments and to help us when we brainstorm new models for delivery or support. We (site administration or teachers) also have the opportunity to ask these specialists to engage with our staff (individually or a team of teachers) on an as-needed basis. This year their time is spent more on their work rather than as a substitute teacher on call, and have appreciated their involvement in our programming.

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 and student teachers 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, safety training (cultural, emotional, and physical), health training, and AVID programming that supports our intervention model. Future sessions will focus on our new Wellness Center initiative, CTE programming, VAPA programming, and PLC work.

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 given the many directions that each teacher is pulled in. 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, and we aim to return to that model this year. In addition, 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), 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. Our World Languages department is anticipating a pilot in the 23-24 year to implement new material in 24-25.



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.

We continue to offer flexible credit earning options through cyber high, zero period, and summer school. In addition, we introduced an intervention block into our schedule. Students have 30 minutes of dedicated intervention time for every class period every week. Our goal is to use that time to support students and reduce Ds and Fs in all classrooms across all grade levels. Eventually, our goal is to expand our intervention block to allow for extension activities and more support through tutoring in high need classes as well.

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 continues to support 100% 1:1 computer:student ratio since 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 before and 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, implementation of a Wellness Center in conjunction with Placer County Office of Education - 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 on 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 annually 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 October

~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 school five days a week and after school 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 - student 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

~Access to schedule SSTs, 504s, and IEPs to support students in various level of need; these meetings are attended by parents, teachers, and appropriate counseling/administrative staff

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), and District English Learner Advisory Committee (DELAC). 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, and our SBLT, 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 all 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 before and after school in the library four to five days a week. A Freshman Experience program is being run through our 9th grade English and our geography/state requirements social science offerings 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, and we are excited to launch our Wellness Center this fall with a grand opening in Janaury.

### 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.

# Educational Partner 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 in May and September, 2022, our School Site Council and ELAC on 10/24/22. At each site council and ELAC meeting, we collect input that informs our goals and objectives. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.54%	1.4%	1.02%	32	29	17
African American	2.69%	2.4%	2.28%	56	51	38
Asian	2.69%	2.4%	2.46%	56	52	41
Filipino	2.79%	2.8%	2.52%	58	59	42
Hispanic/Latino	30.5%	30.3%	33.55%	635	645	559
Pacific Islander	0.77%	0.8%	0.66%	16	18	11
White	56.39%	57.0%	54.14%	1,174	1,215	902
Multiple/No Response	1.92%	2.1%	2.34%	40	44	39
	<b>Total Enrollment</b>			2,082	2,131	1666

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	556	589	310
Grade 10	542	546	350
Grade 11	511	508	509
Grade 12	473	488	497
<b>Total Enrollment</b>	2,082	2,131	1,666

### Conclusions based on this data:

1. We expect that the opening of our new sister high school will lead to shifts in our demographic figures, and we are already seeing a slight decline in our white population from 56 to 54% over two years, and an increase in our Hispanic and multi-race families. We expect that this may grow as we see our enrollment shift where we share all grades with our sister high school.
2. We continue to see 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, and in 21-22, grade 12 had 497 students. This causes me to wonder if that is due to students moving to alternative educational experiences (i.e. to Phoenix or online educational options).
3. As we continue to navigate enrollment through the intra-district transfer process, we notice that we are losing students to TBHS at about a 2:1 ratio. That is not reflected in these charts, but it is reflected in our intra-district transfer data. Next year, we will continue to bring on board new CTE and pathway programs that we hope will keep students at their home school. We are always happy to bring students to LHS who are interested in our programs, but we are primarily focused on keeping kids at our school who are zoned to attend LHS. There are multiple reasons why students may opt to attend the sister high school - part of it is academic program offerings, but we also are aware of the potential draw of a new vs. older campus, the draw of specific staff, and the pull of athletic

programs and coach connection. As a district, we continue to refine our policies in order to find balance in our intra approval process.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	97	136	136	4.7%	6.40%	8.2%
Fluent English Proficient (FEP)	331	309	242	15.9%	14.50%	14.5%
Reclassified Fluent English Proficient (RFEP)	3	4		3.5%	0.20%	

### Conclusions based on this data:

1. We continue to welcome English Learners to our campus at high levels. We saw a significant increase in EL students (almost 40 students) between the 19-20 and 20-21 year.
2. We notice that we are not reclassifying students at the rate we would like, and so in the 22-23 year, we restructured our ELD support class to include a case manager, and the opportunity to get support from an ELD teacher with specific strength in academic areas. This program creates a cross-curricular PLC within our site that is focused on identifying the needs of our EL students and providing support in real time for these students in order to promote English fluency and their grades/achievement toward graduation.
3. In the past, many of our EL students were Spanish speaking, but we are seeing an influx in additional languages, including Ukrainian and Russian. We will need to continue to monitor students to assess their needs, work collaboratively with our sister high school (which is seeing an influx in Eastern European enrollments), and find resources in our community (adults and students) who can support non-Spanish EL students in our tutoring program.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	481	482		458	430		458	430		95.2	89.2	
All Grades	481	482		458	430		458	430		95.2	89.2	

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2615.	2623.		29.04	33.26		34.93	33.72		23.14	19.77		12.88	13.26	
All Grades	N/A	N/A	N/A	29.04	33.26		34.93	33.72		23.14	19.77		12.88	13.26	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.15	29.77		46.72	57.44		18.12	12.79	
All Grades	35.15	29.77		46.72	57.44		18.12	12.79	

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	38.86	36.51		44.10	47.44		17.03	16.05	
All Grades	38.86	36.51		44.10	47.44		17.03	16.05	

### 2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27.07	15.58		59.83	76.05		13.10	8.37	
All Grades	27.07	15.58		59.83	76.05		13.10	8.37	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	34.28	37.91		53.71	53.49		12.01	8.60	
All Grades	34.28	37.91		53.71	53.49		12.01	8.60	

2019-20 Data:

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

**Conclusions based on this data:**

1. We have noticed that fewer students in grade 11 are willing to take the CAASPP assessment; the data from 2021-22 will reflect a decline in participation that is more significant than the decline between 18-19 and 20-21. It will be interesting to know which students opt out and which achievement levels their lack of scores impacts.
2. We are making progress on recovering from a dip in 18-19 on achievement data in overall outcomes and in research and inquiry; however our scores in listening, writing, and reading have fallen significantly; this may be due to the lack of active practice given COVID and our modified instructional protocols.
3. Although there is room for growth in many areas, it is positive to note that the % of students below standard are less than in 18-19 in all categories, which suggests a bubble of students who sit between at/near and above. It is our hope that two full years of traditional instruction plus the introduction of our intervention block in 22/23 will support increased achievement in these assessments.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	483	482		469	433		468	433		97.1	89.8	
All Grades	483	482		469	433		468	433		97.1	89.8	

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2594.	2568.		14.53	11.32		26.28	16.63		27.14	29.10		32.05	42.96	
All Grades	N/A	N/A	N/A	14.53	11.32		26.28	16.63		27.14	29.10		32.05	42.96	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 11	22.01	14.55		34.83	43.42		43.16	42.03				
All Grades	22.01	14.55		34.83	43.42		43.16	42.03				

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	22.01	14.78		53.85	64.67		24.15	20.55	
All Grades	22.01	14.78		53.85	64.67		24.15	20.55	

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	19.02	12.24		56.62	67.90		24.36	19.86	
All Grades	19.02	12.24		56.62	67.90		24.36	19.86	

2019-20 Data:

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

**Conclusions based on this data:**

1. The overall mean scale score in math has declined and there is a shift in scores downwards; our standard not met is 10% higher in 20-21 than it was in 18-19.
2. Scores were more stable in each math concept area. A significant percentage of students moved from above to at/near standard, but the percentage below standard was lower or on target with the 18-19 year. It is our hope that additional instruction time plus intervention in the 22-23 year will see our scores bump back into the above standard range and that we can recover our progress as of 18-19.
3. The strand of concepts and procedures has the highest volume of students below standard (in the 40%+ range) as compared to the problem-solving/modeling/data analysis and communicating reasoning scores which sit at the 20% range below standard. This is an opportunity for consideration in the math PLC. Students may know how to complete math tasks, but may not understand the bigger "why" behind the calculations and therefore not be able to apply them in novel situations.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1554.7	1535.6		1556.4	1523.3		1552.5	1547.4		36	52	
10	1553.5	1546.2		1543.1	1544.1		1563.5	1547.9		17	35	
11	1590.1	1530.1		1592.6	1512.9		1586.9	1546.7		13	29	
12	1569.3	*		1571.9	*		1566.3	*		16	9	
All Grades										82	125	

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	13.89	5.77		50.00	48.08		30.56	30.77		5.56	15.38		36	52	
10	29.41	14.29		23.53	37.14		35.29	31.43		11.76	17.14		17	35	
11	23.08	13.79		38.46	13.79		38.46	44.83		0.00	27.59		13	29	
12	25.00	*		31.25	*		25.00	*		18.75	*		16	*	
All Grades	20.73	9.60		39.02	36.00		31.71	36.00		8.54	18.40		82	125	

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	27.78	23.08		52.78	42.31		13.89	25.00		5.56	9.62		36	52	
10	35.29	37.14		29.41	37.14		23.53	11.43		11.76	14.29		17	35	
11	23.08	20.69		53.85	31.03		23.08	20.69		0.00	27.59		13	29	
12	37.50	*		25.00	*		31.25	*		6.25	*		16	*	
All Grades	30.49	25.60		42.68	40.80		20.73	18.40		6.10	15.20		82	125	

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	2.78	9.62		19.44	28.85		61.11	34.62		16.67	26.92		36	52	
10	0.00	11.43		35.29	25.71		41.18	31.43		23.53	31.43		17	35	
11	15.38	6.90		30.77	13.79		30.77	31.03		23.08	48.28		13	29	
12	12.50	*		37.50	*		18.75	*		31.25	*		16	*	
All Grades	6.10	8.80		28.05	24.80		43.90	32.80		21.95	33.60		82	125	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	5.56	1.92		88.89	67.31		5.56	30.77		36	52	
10	0.00	8.57		70.59	74.29		29.41	17.14		17	35	
11	7.69	0.00		69.23	57.14		23.08	42.86		13	28	
12	12.50	*		56.25	*		31.25	*		16	*	
All Grades	6.10	3.23		75.61	68.55		18.29	28.23		82	124	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	80.56	65.38		13.89	23.08		5.56	11.54		36	52	
10	70.59	71.43		17.65	17.14		11.76	11.43		17	35	
11	84.62	48.28		15.38	34.48		0.00	17.24		13	29	
12	68.75	*		25.00	*		6.25	*		16	*	
All Grades	76.83	64.00		17.07	24.00		6.10	12.00		82	125	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	2.78	13.46		69.44	50.00		27.78	36.54		36	52	
<b>10</b>	17.65	20.00		47.06	42.86		35.29	37.14		17	35	
<b>11</b>	38.46	10.71		46.15	35.71		15.38	53.57		13	28	
<b>12</b>	18.75	*		50.00	*		31.25	*		16	*	
<b>All Grades</b>	14.63	14.52		57.32	45.97		28.05	39.52		82	124	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	8.33	1.92		80.56	80.77		11.11	17.31		36	52	
<b>10</b>	5.88	5.71		76.47	65.71		17.65	28.57		17	35	
<b>11</b>	15.38	3.45		69.23	68.97		15.38	27.59		13	29	
<b>12</b>	18.75	*		68.75	*		12.50	*		16	*	
<b>All Grades</b>	10.98	4.00		75.61	73.60		13.41	22.40		82	125	

2019-20 Data:

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

**Conclusions based on this data:**

1. With a limit on data and with the ELPAC changing significantly, we have no quality conclusions to draw on ELPAC data at this time.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	469	100
<b>African American</b>	13	2.8
<b>American Indian or Alaska Native</b>	8	1.7
<b>Asian</b>	10	2.1
<b>Filipino</b>	11	2.3
<b>Hispanic</b>	120	25.6
<b>Native Hawaiian or Pacific Islander</b>	3	0.6
<b>White</b>	290	61.8
<b>Two or More Races</b>	10	2.1
<b>English Learners</b>	14	3
<b>Socioeconomically Disadvantaged</b>	177	37.7
<b>Students with Disabilities</b>	68	14.5
<b>Foster Youth</b>	1	0.2
<b>Homeless</b>	18	3.8

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	46	9.9
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	3	27.3
<b>Hispanic</b>	12	10
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	28	9.7
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	10	5.7
<b>Students with Disabilities</b>	1	1.5
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	0	0
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	130	27.7
<b>African American</b>	2	15.4
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	3	27.3
<b>Hispanic</b>	27	22.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	93	32.1
<b>Two or More Races</b>		
<b>English Learners</b>	2	14.3
<b>Socioeconomically Disadvantaged</b>	25	14.1
<b>Students with Disabilities</b>	8	11.8
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	272	58
<b>African American</b>	7	53.8
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	8	72.7
<b>Hispanic</b>	63	52.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	173	59.7
<b>Two or More Races</b>		
<b>English Learners</b>	2	14.3
<b>Socioeconomically Disadvantaged</b>	77	43.5
<b>Students with Disabilities</b>	12	17.6
<b>Foster Youth</b>		
<b>Homeless</b>	3	16.7

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

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	91	19.4
<b>African American</b>	1	7.7
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	3	27.3
<b>Hispanic</b>	18	15
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	64	22.1
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	16	9
<b>Students with Disabilities</b>	3	4.4
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	91	19.4
<b>African American</b>	4	30.8
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	3	27.3
<b>Hispanic</b>	24	20
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	53	18.3
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	33	18.6
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	5.6

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	42	9
<b>African American</b>	2	15.4
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	3	27.3
<b>Hispanic</b>	14	11.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	21	7.2
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	15	8.5
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	62	13.2
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>	4	36.4
<b>Hispanic</b>	40	33.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	15	5.2
<b>Two or More Races</b>		
<b>English Learners</b>	3	21.4
<b>Socioeconomically Disadvantaged</b>	38	21.5
<b>Students with Disabilities</b>	5	7.4
<b>Foster Youth</b>		
<b>Homeless</b>	3	16.7

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

### Conclusions based on this data:

1. Our College & Career readiness rates continue to be on a slight increase, with 58% graduating a-g complete, and 19.4% graduating with a CTE pathway completer; approximately 80% of our students are graduating set up to achieve their goals post-high school. We hope to continue to increase this goal as we move farther from COVID. It is interesting to note how many students leave LHS and attend community college even if they are prepared to attend a 4 year university. It will be great for us to use our C&C technician to do longitudinal assessments of graduates to better understand their long term career pathway (much like CTE already attempts to do).
2. I would like to see how we might better support our ELs, low SES, SpEd students, foster and homeless to access CTE and A-G coursework successfully. There may be a gap in how we outreach to students to encourage them to participate, and how we provide support for them when enrolled in A-G, AP, DE, or CTE courses to ensure success.
3. It is wonderful to see how many of our Hispanic, Filipino, ELs, low SES, SpEd and homeless students are accessing the Seal of Biliteracy program. I am surprised at how few students completed AP tests based on how many we had in AP courses, although that may be directly related to COVID. In particular, it is surprising to see how few EL students took AP assessments in 20-21 given that we have a strong Native Speakers program that directly supports our AP coursework. We will continue to work with the EOS program and our new AP PLC to consider the needs of all students from an all angles - access to the classes, support in the classes, and taking/passing the assessments so that AP is an accessible option for all students.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	469	429	2	91.5
English Learners	14	12	0	85.7
Foster Youth	1		0	
Homeless	18	12	0	66.7
Socioeconomically Disadvantaged	177	150	1	84.7
Students with Disabilities	68	52	1	76.5
African American	13	10	0	76.9
American Indian or Alaska Native	8		0	
Asian	10		0	
Filipino	11	11	0	100
Hispanic	120	110	0	91.7
Native Hawaiian or Pacific Islander	3		0	
White	290	266	2	91.7
Two or More Races	10		0	

### Conclusions based on this data:

- Given the challenges that students faced during the pandemic, I continue to be 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 and we are actively monitoring them in the 22-23 year through our MTSS team. 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 who now face gaps in learning that may impact their success in the classroom.
- We continue to have work to do to focus on the graduation rate of our homeless, SpEd, African American and EL populations. We continue to provide 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. It is essential that we are providing resources, and also purposefully connecting students and families with those resources. We continue our work with our Equity Team and EOS to ensure our plans are inclusive of all students.

3. As we bring our College and Career program online, and we have options like our Wellness Center and slightly reduced loads for our counseling team, I hope we can continue to help all students, and particularly those in sub groups, to find value in their high school education so that they are motivated to work towards graduation and preparation for college or career possibilities. I look forward to working with our district office on building up the 10 year plan for college/career programming so that we are exerting influence at a younger age to create a connection to high school as a vehicle to achieve your dreams and goals rather than a means to an end.



# 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. In 2021, our graduation rates fell again to 91.5%. We aim to retain our level of preparation for college/career. The c/c metrics have shifted, and so we aim to grow our metrics across the board going forward.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
graduation rate	2018: 94%; 2019: 93%; 2020: 98%; 2021: 91.5%	2023: 93.5%
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 2021: 58% A-G compliant; 9.9% AP course enrollment; 13.2% earned Seal of Biliteracy; 27.7% CTE completer (87.7% A-G & CTE total)	2023: these measures have shifted, and so our overall goal is to increase A-G completion and CTE completion rates by 2% this year. We also aim to increase AP and Seal of Biliteracy completion rates by 2%
D & F rate	Q1 2019: 11.6% of all grades were D or F	Semester 1, 22-23: 15% of all grades are D or F

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Q1 2020: 26.4% of all grades were D or F            Q1 2021: 19.2% of all grades were D or F            Q1 2022: grades not yet reported</p> <p>S1 2021: 20.31% of all grades were D or F (5.31% above goal)            S1 2022: 22.88% of all grades were D or F (9.88% above goal)</p>	<p>Semester 2, 22-23: 13% of all grades are D or F</p>
ELL/EPLAC Scores	<p>Sp 2021 data: 72 students at 'beginning' or 'somewhat developed level'; 59 students a 'well developed' or 'moderately developed'</p>	<p>increase 'well' and 'moderately developed student count from 59 to 65 students; 'beginning' and 'somewhat' developed should lessen, but may remain stable as we continue to have students arrive/enroll who are new to our country/language</p>
EOS Survey data	<p>in 21-22, we had 38% of students of color enrolled in AP courses; we need to enroll 49 additional students to realize our 50% goal rate. We did have between 33-46% of students from every ethnic group in AP classes</p> <ul style="list-style-type: none"> <li>• 46% Asian</li> <li>• 33% Black/African American</li> <li>• 39% Hispanic</li> <li>• 33% Multiracial</li> <li>• 36% White</li> </ul>	<p>~continue to retain or grow % of students enrolled in AP            ~increase AP course offerings by one/year;            ~sufficiently support those in AP courses to take/pass AP exam;            ~identify students who may not enroll and encourage/support enrollment</p>
AP Test pass rate	<p>Spring 2022: 530 tests given; 58.5% 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</p>	<p>want to sustain our testing at 500+, want to increase test passage to 61%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Development of Freshman Experience, MTSS team and Wellness Center	looking to establish baseline data with 2022-23 figures	will examine grades and attendance specifically for grade 9 and 10 will examine use of Wellness Center will funnel examination of programs through MTSS committee

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 (1.5 sections in grade 9 and 10; 1 section in grade 11; 3 sections in grade 12; 183 total students served; 13.6% of total students are enrolled in AVID elective) 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
2000	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
600	LCFF-Supplemental (Site Fund)

	1000-1999: Certificated Personnel Salaries cost to cover substitute teaching staff required for field trip supervision and for AVID visits
1097	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)
22000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Hiring 15 AVID tutors. The teacher coordinator works with counselors and tutors to assign the tutor to work during their unscheduled periods based on AVID class needs. paid tutors work between 5-25 hours a month, 30 weeks in a year (so about 110 hours annually) at a rate of \$16.50/hour.

## 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. 5 day trip to visit 10 universities in southern California; day trip to visit schools in northern California

### 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)

1500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures bussing costs for 1 district bus; students will contribute towards bus; scholarships offered for students with need
400	LCFF-Supplemental (Site Fund)

	1000-1999: Certificated Personnel Salaries cost to cover substitute teaching staff required for field trip supervision
1400	LCFF-Supplemental (Site Fund) 0000: Unrestricted scholarships for students to attend college visits

### 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- 100students 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, Tagalog, Mandarin, Ukrainian) 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)	Source(s)
22000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Hiring 22+ bilingual student tutors to cover additional classes; 12 will be paid; 10+ will work as volunteers or for class credit. 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. 12 paid tutors work between 5-25 hours a month, 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 before and after school (7:15-8:15 am M-F; 2 hours after school on T-Th). 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). Our tutoring program provides traditional tutoring and homework help, and also provides test retakes and test prep with guidance on parameters from the teacher. We aspire to grow our tutoring program to include push in support during intervention classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
22000	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)
7000	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)
1200	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials for tutoring program as well as pins for tutors
	4000-4999: Books And Supplies

## 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.

~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)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

Development of a "Freshman Experience" that focuses on how we support freshmen through smaller class sizes, soft skill development and careful monitoring and support. This group will be actively monitored by a freshmen success leadership team and our MTSS team.

#### Strategy/Activity

- purchased planners for all Freshmen; also purchased for SpEd, AVID, EL, and credit recovery students
- hosting team building activities (one per term) designed to bring freshmen together and potentially to engage in meaningful peer support with upper class students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies ordered 650 planners (all freshmen, SpEd, ELD, AVID, and credit recovery)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS



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

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 late start of 3:30 and the inclusion of intervention), or to meet the anticipated needs of students as we continue to 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 22-23 year. We were on target with our 21-22 budget and have reduced expenses according to the reduction in our allocation based on reduced enrollment. We aim to expand program offerings like tutoring, but to harness the power of credit and volunteer hours rather than financial incentive to fill additional needs.

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). We will also be carefully examining our intervention needs to ensure we are providing support to staff and students during that 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

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 continues to be impacted by implications from 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	we had 152 students on the 20-21 outreach list (a decrease in about 50% from 2020!), 277 students identified a trusted adult by name (an increase in 25 students over 2019-20 in spite of loss of enrollment)	Given the impact of COVID, ensure opportunities for engagement and involvement in order to maintain these percentages.
Per Health Kids Survey (2021-22)	32% (down from 33%) (9th) / 48% (up from 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 (2021-22)	44% (down from 90%) (9th) / 48% (down from 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. We believe these exceptionally

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		low percentages are due to the height of COVID and the policies implemented as a result.
Per Health Kids Survey (2021-22)	44% (down from 59%) (9th) / 43% (down from 58%) (11th) experience school connectedness	Given the impact of COVID, ensure opportunities for engagement and involvement in order to maintain these percentages. We believe these exceptionally low percentages are due to the height of COVID and the policies implemented as a result.
Per Health Kids Survey (2021-22)	47% (down from 57%) (9th) / 52% (down from 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. We believe these exceptionally low percentages are due to the height of COVID; about 1/2 of our students were attending school remotely during this survey window and school was in a shortened session with masks required.
Per Health Kids Survey (2021-22)	21% (9th) (stable score) / 19% (down from 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. We believe these exceptionally low percentages are due to the height of COVID and the policies implemented as a result, which led to reduced opportunity for engagement.

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)
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)

1500

Source(s)

LCFF-Supplemental (Site Fund)  
1000-1999: Certificated Personnel Salaries substitutes to cover teachers who are supervising the Science Expo program and supplemental programs leading up to expo (i.e. field trip to exploratorium)

### 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)

3000

Source(s)

LCFF-Supplemental (Site Fund)  
2000-2999: Classified Personnel Salaries potentially minimal cost because it happens during instructional time; will launch in semester 2

### 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 are supporting a combination of collaboration time and compensation to support after work hour efforts.

**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)
12500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries This figure is based on every staff member (60 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 Intervention Block - provided every week for every period for 30 minutes; to support connections, academic support, and social/emotional connection
	None Specified None Specified BASE Education curriculum - a social emotional development curriculum offered to all LHS students and used as an intervention tool

	<p>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.</p>
	<p>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</p>
	<p>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. Our WT support will fade as we launch our Wellness Center with support from PCOE. This program is a multi-year grant and will officially launch in January 2023.</p>

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

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 an advisory class to build connections 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. In the 2021-22 year, we reevaluated our needs and determined (based on parent, student and staff input) that Advisory was not an effective tool for our campus. We rebuilt an intervention block that met our goals of providing instructional minutes, offering timely intervention, and not extending the lunch period.

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. We continue to revisit our policies and procedures (i.e. grade requirements for participation) in order to promote engagement while maintaining a focus on academic progress.

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 continue to modify our goals for upcoming terms. We will also be examining data from our Wellness Center, involvement in activities, arts, athletics and academics, and using our MTSS team to carefully examine needs for our gr 9 and 10 students.



# 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)	141,157.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	141,157.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	16,400.00
1000-1999: Certificated Personnel Salaries	46,660.00
2000-2999: Classified Personnel Salaries	47,000.00
4000-4999: Books And Supplies	10,397.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	15,200.00
7000-7439: Other Outgo	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF-Supplemental (Site Fund)	16,400.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	46,660.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	47,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	10,397.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	3,500.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	15,200.00
7000-7439: Other Outgo	LCFF-Supplemental (Site Fund)	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,957.00
Goal 2	34,200.00

# 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**

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 10/24/22.

Attested:

Principal, Jennifer Hladun on

SSC Chairperson, Jenny Hancock on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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