School Year: **2024-25**



# 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 | 39685693933801 | October 14, 2024 | November 6, 2024 |

# Purpose and Description

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

Schoolwide Program
Non-Title I School

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

The School Plan defines Lincoln High School's four main goal areas and supporting actions that mirror the Lincoln High WASC School Action Plan and address the WASC committee findings.

Goal 1: The professional development opportunities will be more aligned with defined needs, with a focus on improving student achievement through effective instructional practices.
This goal aligns with LCAP goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.  This actions for this goal outlines the professional development and collaboration opportunities for teachers to ensure that we are able to provide what is needed for all students to achieve.

Goal 2:  Lincoln High School will improve academic and social-emotional advisement opportunities for students.
This goal aligns with LCAP goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.   The actions for this goal identify the interventions (behavioral, academic and social emotional) implemented to support student achievement.  This also includes College & Career advisement opportunities.

Goal 3:  Lincoln High School will increase student achievement in all areas reflected on the California School Dashboard.
This goal aligns with LCAP goal 1:  Provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.  The strategies associated with this goal include academic supports, increasing the number of CTE pathway completers, improving College & Career communication to students and families and aligning course alike content/pacing.

Goal 4: All Lincoln High School policies, practices, systems, and social opportunities will be reviewed, analyzed and refined to reflect and best address our diverse student population.
This goal aligns with LCAP goal 3:  Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.  The strategies and activities for this goal are focused on building partnerships with families, building strong parent groups, and using student groups to help improve school practices, policies and systems.

# 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).

In February, Students, Staff and Families take the YouthTruth Survey. This survey has questions from the following categories: Engagement, Academic Challenge, Culture, Belonging and Peer Collaboration, Relationships, College & Career Readiness, Communication & Feedback, School Safety, Professional Development and Support. There were multiple opportunities to review the survey results and develop the next steps for improvement.

Youth Truth Data: % Positives (Students)
Engagement: 48
Academic Challenge: 48
Culture: 19
Belonging & Peer Collaboration: 40
Relationships: 28
College & Career Readiness: 33

Youth Truth Data % Positives (Families)
Engagement: 41
Relationships: 59
Culture: 55
Communication & Feedback: 45
Resources: 58
School Safety: 37

Youth Truth Data % Positives (Staff)
Engagement: 65
Relationships: 61
Culture: 46
Professional Development & Support: 46
School Safety: 46

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

The goal is to complete weekly classroom walk thru's and 4 formal observations per year, per teacher. This did not occur consistently last year.

## 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)

According to available CAASPP results, overall student achievement in ELA and math declined from the previous year. Proficiency rates were higher across student groups in 11th grade ELA than they were in mathematics both at Lincoln High School and statewide. Significant achievement gaps persist, however. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers. LHS needs to increase academic achievement for all students in all core subject areas with particular emphasis on the needs of EL students, and students with disabilities in the areas of English and mathematics.

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

Teachers use existing local assessments to modify instruction. Teachers used program embedded assessments to monitor student growth. Data from these assessments are analyzed to determine areas of growth and need. The departments and content area groups require support and time to accomplish this effectively.

# Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Over the past five years, the Lincoln High School (LHS) certificated staff has increased. The increase enabled LHS to address the following: reduction of class sizes, accommodation of increased student population, increase in CTE offerings, and expansion of science graduation requirements. As the number of certificated teachers has grown, the demographics of the LHS certificated staff remains disproportionate when compared to the student population. The Lincoln High School certificated staff demographics are not reflective of the LHS student population. Research shows that minority students often perform better on standardized tests, have improved attendance, and are suspended less frequently (which may suggest either different degrees of behavior or different treatment, or both) when they have at least one same-race teacher. Since increased student performance is a high priority to Lincoln High, LUSD and LHS need to continue to work to attract, recruit, and maintain a diverse teaching workforce.

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

All teachers have either appropriate credentials for subjects taught and/or Board-approved resolution for Temporary Assignment Option for Departmentalized Classes. Teachers covered under the Temporary Assignment for Departmentalized Classes have met all conditions required under this option.

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

All professional developments are aligned with the content standards. Many of the staff developments have been focused on curriculum adoptions that are aligned with the standards in the content areas. Building Thinking Classrooms is a math focused professional development. This year we will include PD on ELD instruction. Development and collaboration time are based on student achievement data, WASC findings and the identified needs of the staff.

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

Professional collaboration, administrative observation and support, Department Chairpersons, Lead teachers, and Site Ed Tech Leads Instruction all support classroom instruction.

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

45 minutes each week is designated for one of the following: staff meeting, districtwide collaboration, department meetings, content area work.

# Teaching and Learning

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

California State Adopted Curriculum is used for all core instruction:
- English Language Arts and Mathematics curriculum and instruction are aligned to the Common Core State Standards.
- Science curriculum and instruction is aligned to the Next Generation Science Standards.
- Social Studies curriculum and instruction is aligned to the California History-Social Science Framework.

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

--NA--

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

A balanced master schedule is built to ensure that all students have the opportunity to enroll in courses they need or choose.

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

Standards-based instructional materials are used across all content areas.

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

All students have access to standards-aligned core courses. A Multi-Tiered Systems of Support model is developed and used to offer struggling students the necessary and appropriate interventions and/or supports.

# Opportunity and Equal Educational Access

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

In addition to the regular program, Lincoln High School provides a full range of Tier 1 and Tier 2 supports including:
- After School Tutoring
- Open Labs at Lunch
- Collaborative Classes
- ELD Classes
- iReady curriculum

Evidence-based educational practices to raise student achievement

Lincoln High School uses evidence based practices for the following:
- Mathematics (Silicon Valley Math Initiative)
- . Building Thinking Classrooms - Math
- English Language Development
- Culturally Proficient Teaching
- Digital Instruction tools to provide equitable access to curriculum

# Parental Engagement

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

Lincoln High and Lincoln Unified School District provide the following supports for families:
- English Language Advisory Committee
- Parent support groups for families with Special Education needs
- Parent Connect Workshops
- Information nights regarding LHS requirements, college entry, CTE, and financial aid
- Full-Time counselors
- EL Counselor
- College and Career Counselor
- Referrals to Valley Community Counseling

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)

School Site Council, PTSA and the English Language Advisory Committee (ELAC) are our primary vehicle for involving families and community representatives in the planning, implementation, and evaluation of these programs. Department chairpersons and a student advisory group were also involved. Parent, teacher, and student surveys survey also provided data to inform the development of this plan.

Funding

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

Although qualified for Title 1, Lincoln High School does not receive Title 1 funding. All funding is through LCFF funds. Funds are used for tutoring, ELD and collaborative classes, and credit recovery options.

Fiscal support (EPC)

General funds are used to support all strategies and actions.

# 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

The administrative team reviewed the school plan prior to the school year starting. Current academic data, YouthTruth survey results, discipline and attendance data was shared with the LHS staff with discussions happening at departmental meetings and during districtwide collaboration time. This information is also shared with our parent groups - School Site Council, PTSA and ELAC. Students involved in the LHS Student Senate also reviewed current school data at their monthly meeting. Ongoing analysis will occur throughout the year. The WASC findings and areas of focus have driven the work for updates and changes on the school plan.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Staffing continues to be an obstacle as we work towards achieving identified goals. We had vacant ELD and math positions that were filled throughout the year with substitute teachers.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.47% | 0.44% | 0.31% | 14 | 13 | 9 |
| African American | 11.38% | 11.51% | 12.31% | 338 | 338 | 356 |
| Asian | 10.10% | 10.42% | 10.38% | 300 | 306 | 300 |
| Filipino | 3.33% | 3.17% | 3.36% | 99 | 93 | 97 |
| Hispanic/Latino | 49.83% | 51.09% | 51.54% | 1,480 | 1500 | 1490 |
| Pacific Islander | 1.04% | 1.02% | 0.97% | 31 | 30 | 28 |
| White | 18.86% | 17.1% | 16.74% | 560 | 502 | 484 |
| Multiple/No Response | 4.68% | 4.73% | 3.94% | 139 | 139 | 114 |
| | | | Total Enrollment | 2,970 | 2936 | 2891 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Transitional Kindergarten | | | |
| Kindergarten | | | |
| Grade 1 | | | |
| Grade 2 | | | |
| Grade3 | | | |
| Grade 4 | | | |
| Grade 5 | | | |
| Grade 6 | | | |
| Grade 7 | | | |
| Grade 8 | | | |
| Grade 9 | 767 | 770 | 762 |
| Grade 10 | 758 | 741 | 722 |
| Grade 11 | 734 | 715 | 704 |
| Grade 12 | 711 | 710 | 703 |
| Total Enrollment | 2,970 | 2,936 | 2,891 |

**Conclusions based on this data:**

1. LHS student enrollment has remained steady over the past few years. The enrollment makes LHS one of the largest comprehensive high school in San Joaquin County.

2. The demographics of the student population has been stable over the past three years with Hispanic students representing the largest portion of our population.

3. Low socioeconomic students make up approximately 50 % of the LHS student body. Achievement as measured by the SBAC is significantly lower than the schoolwide average.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **English Learners** | 265 | 273 | 275 | 9.5% | 8.9% | 9.5% |
| **Fluent English Proficient (FEP)** | 542 | 533 | 495 | 19.0% | 18.2% | 17.1% |
| **Reclassified Fluent English Proficient (RFEP)** | 48 | 23 | 15 | 1.6 % | 0.8 % | 0.5 % |

**Conclusions based on this data:**

1. PD in EL instructional strategies is necessary to better support English Learners.

2. The academic performance of the RFEP students needs to be more closely monitored.

3. Increased efforts to provide parent involvement opportunities are needed.

# 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 Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 719 | 686 | 676 | 687 | 671 | 655 | 684 | 670 | 653 | 95.5 | 97.8 | 96.9 |
| All Grades | 719 | 686 | 676 | 687 | 671 | 655 | 684 | 670 | 653 | 95.5 | 97.8 | 96.9 |

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

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2601. | 2622. | 2582. | 27.63 | 31.79 | 22.21 | 31.87 | 35.82 | 29.71 | 23.54 | 19.10 | 24.96 | 16.96 | 13.28 | 23.12 |
| All Grades | N/A | N/A | N/A | 27.63 | 31.79 | 22.21 | 31.87 | 35.82 | 29.71 | 23.54 | 19.10 | 24.96 | 16.96 | 13.28 | 23.12 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 25.15 | 30.49 | 22.21 | 61.70 | 58.89 | 58.50 | 13.16 | 10.61 | 19.30 |
| All Grades | 25.15 | 30.49 | 22.21 | 61.70 | 58.89 | 58.50 | 13.16 | 10.61 | 19.30 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 30.60 | 35.03 | 27.26 | 48.17 | 49.25 | 44.87 | 21.23 | 15.72 | 27.87 |
| All Grades | 30.60 | 35.03 | 27.26 | 48.17 | 49.25 | 44.87 | 21.23 | 15.72 | 27.87 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 16.81 | 18.09 | 15.16 | 69.88 | 71.90 | 68.30 | 13.30 | 10.01 | 16.54 |
| All Grades | 16.81 | 18.09 | 15.16 | 69.88 | 71.90 | 68.30 | 13.30 | 10.01 | 16.54 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **Grade 11** | 24.27 | 30.94 | 22.21 | 64.18 | 60.99 | 59.88 | 11.55 | 8.07 | 17.92 |
| **All Grades** | 24.27 | 30.94 | 22.21 | 64.18 | 60.99 | 59.88 | 11.55 | 8.07 | 17.92 |

**Conclusions based on this data:**

**1.** LHS needs to increase academic achievement for all students in core subject areas with particular emphasis on the needs of African American students, ELL students, and students with disabilities in the area of English Language Arts.

**2.** English Learners in mainstream classes need more targeted supports provided by classroom teachers.

**3.** Collaboration between curricular areas to address listening, speaking and writing standards is necessary. There is a need to review content area pacing and 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 Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 719 | 686 | 676 | 681 | 664 | 656 | 681 | 663 | 656 | 94.7 | 96.8 | 97 |
| All Grades | 719 | 686 | 676 | 681 | 664 | 656 | 681 | 663 | 656 | 94.7 | 96.8 | 97 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2548. | 2559. | 2538. | 9.25 | 10.41 | 8.54 | 15.71 | 17.95 | 15.40 | 24.38 | 27.30 | 22.26 | 50.66 | 44.34 | 53.81 |
| All Grades | N/A | N/A | N/A | 9.25 | 10.41 | 8.54 | 15.71 | 17.95 | 15.40 | 24.38 | 27.30 | 22.26 | 50.66 | 44.34 | 53.81 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 11.16 | 12.97 | 11.43 | 42.14 | 42.99 | 41.31 | 46.70 | 44.04 | 47.26 |
| All Grades | 11.16 | 12.97 | 11.43 | 42.14 | 42.99 | 41.31 | 46.70 | 44.04 | 47.26 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 12.19 | 12.07 | 11.13 | 62.41 | 65.76 | 56.71 | 25.40 | 22.17 | 32.16 |
| All Grades | 12.19 | 12.07 | 11.13 | 62.41 | 65.76 | 56.71 | 25.40 | 22.17 | 32.16 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 9.25 | 10.86 | 9.15 | 67.25 | 63.80 | 62.96 | 23.49 | 25.34 | 27.90 |
| All Grades | 9.25 | 10.86 | 9.15 | 67.25 | 63.80 | 62.96 | 23.49 | 25.34 | 27.90 |

**Conclusions based on this data:**

1. LHS needs to increase academic achievement for all students in core subject areas with particular emphasis on the needs of African American students, ELL students, and students with disabilities in the area of mathematics.

**2.** LHS students need to take more math courses and be provided strategic support.

**3.** Instructional practices, curriculum and interventions continues to be priorities.

# School and Student Performance Data

## ELPAC Results

<table>
<tr><td colspan="13"><strong>ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students</strong></td></tr>
<tr><td rowspan="2"><strong>Grade Level</strong></td><td colspan="3"><strong>Overall</strong></td><td colspan="3"><strong>Oral Language</strong></td><td colspan="3"><strong>Written Language</strong></td><td colspan="3"><strong>Number of Students Tested</strong></td></tr>
<tr><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td></tr>
<tr><td><strong>9</strong></td><td>1547.1</td><td>1550.8</td><td>1547.6</td><td>1541.8</td><td>1549.9</td><td>1544.9</td><td>1551.7</td><td>1551.2</td><td>1549.7</td><td>66</td><td>78</td><td>69</td></tr>
<tr><td><strong>10</strong></td><td>1563.5</td><td>1567.7</td><td>1555.5</td><td>1558.3</td><td>1572.3</td><td>1555.2</td><td>1568.3</td><td>1562.7</td><td>1555.2</td><td>42</td><td>71</td><td>73</td></tr>
<tr><td><strong>11</strong></td><td>1541.0</td><td>1564.8</td><td>1563.6</td><td>1531.5</td><td>1565.6</td><td>1567.8</td><td>1550.0</td><td>1563.4</td><td>1559.1</td><td>65</td><td>46</td><td>67</td></tr>
<tr><td><strong>12</strong></td><td>1573.6</td><td>1537.6</td><td>1570.0</td><td>1572.5</td><td>1537.5</td><td>1576.1</td><td>1574.2</td><td>1537.2</td><td>1563.3</td><td>61</td><td>64</td><td>42</td></tr>
<tr><td><strong>All Grades</strong></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>234</td><td>259</td><td>251</td></tr>
</table>

<table>
<tr><td colspan="13"><strong>Overall Language<br>Percentage of Students at Each Performance Level for All Students</strong></td></tr>
<tr><td rowspan="2"><strong>Grade Level</strong></td><td colspan="3"><strong>Level 4</strong></td><td colspan="3"><strong>Level 3</strong></td><td colspan="3"><strong>Level 2</strong></td><td colspan="3"><strong>Level 1</strong></td><td colspan="3"><strong>Total Number of Students</strong></td></tr>
<tr><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td><td><strong>21-22</strong></td><td><strong>22-23</strong></td><td><strong>23-24</strong></td></tr>
<tr><td><strong>9</strong></td><td>15.15</td><td>16.67</td><td>15.94</td><td>39.39</td><td>46.15</td><td>37.68</td><td>28.79</td><td>23.08</td><td>28.99</td><td>16.67</td><td>14.10</td><td>17.39</td><td>66</td><td>78</td><td>69</td></tr>
<tr><td><strong>10</strong></td><td>26.19</td><td>36.23</td><td>24.66</td><td>47.62</td><td>26.09</td><td>36.99</td><td>9.52</td><td>20.29</td><td>24.66</td><td>16.67</td><td>17.39</td><td>13.70</td><td>42</td><td>69</td><td>73</td></tr>
<tr><td><strong>11</strong></td><td>12.31</td><td>25.00</td><td>31.34</td><td>36.92</td><td>29.55</td><td>20.90</td><td>26.15</td><td>22.73</td><td>26.87</td><td>24.62</td><td>22.73</td><td>20.90</td><td>65</td><td>44</td><td>67</td></tr>
<tr><td><strong>12</strong></td><td>16.67</td><td>17.19</td><td>31.71</td><td>48.33</td><td>31.25</td><td>34.15</td><td>25.00</td><td>23.44</td><td>12.20</td><td>10.00</td><td>28.13</td><td>21.95</td><td>60</td><td>64</td><td>41</td></tr>
<tr><td><strong>All Grades</strong></td><td>16.74</td><td>23.53</td><td>25.20</td><td>42.49</td><td>34.12</td><td>32.40</td><td>23.61</td><td>22.35</td><td>24.40</td><td>17.17</td><td>20.00</td><td>18.00</td><td>233</td><td>255</td><td>250</td></tr>
</table>

<table>
<tr><td colspan="13"><strong>Oral Language<br>Percentage of Students at Each Performance Level for All Students</strong></td></tr>
<tr><td rowspan="2"><strong>Grade Level</strong></td><td colspan="3"><strong>Level 4</strong></td><td colspan="3"><strong>Level 3</strong></td><td colspan="3"><strong>Level 2</strong></td><td colspan="3"><strong>Level 1</strong></td><td colspan="3"><strong>Total Number of Students</strong></td></tr>
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<tr><td><strong>9</strong></td><td>21.21</td><td>32.05</td><td>34.78</td><td>53.03</td><td>38.46</td><td>40.58</td><td>12.12</td><td>19.23</td><td>11.59</td><td>13.64</td><td>10.26</td><td>13.04</td><td>66</td><td>78</td><td>69</td></tr>
<tr><td><strong>10</strong></td><td>38.10</td><td>47.83</td><td>32.88</td><td>45.24</td><td>26.09</td><td>46.58</td><td>0.00</td><td>13.04</td><td>6.85</td><td>16.67</td><td>13.04</td><td>13.70</td><td>42</td><td>69</td><td>73</td></tr>
<tr><td><strong>11</strong></td><td>26.15</td><td>34.09</td><td>37.31</td><td>40.00</td><td>36.36</td><td>31.34</td><td>13.85</td><td>9.09</td><td>14.93</td><td>20.00</td><td>20.45</td><td>16.42</td><td>65</td><td>44</td><td>67</td></tr>
<tr><td><strong>12</strong></td><td>41.67</td><td>35.94</td><td>53.66</td><td>41.67</td><td>28.13</td><td>24.39</td><td>13.33</td><td>17.19</td><td>2.44</td><td>3.33</td><td>18.75</td><td>19.51</td><td>60</td><td>64</td><td>41</td></tr>
<tr><td><strong>All Grades</strong></td><td>30.90</td><td>37.65</td><td>38.00</td><td>45.06</td><td>32.16</td><td>37.20</td><td>10.73</td><td>15.29</td><td>9.60</td><td>13.30</td><td>14.90</td><td>15.20</td><td>233</td><td>255</td><td>250</td></tr>
</table>

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 12.12 | 2.56 | 2.56 | 22.73 | 28.21 | 28.21 | 34.85 | 39.74 | 39.74 | 30.30 | 29.49 | 29.49 | 66 | 78 | 78 |
| 10 | 14.29 | 17.39 | 17.39 | 40.48 | 15.94 | 15.94 | 23.81 | 44.93 | 44.93 | 21.43 | 21.74 | 21.74 | 42 | 69 | 69 |
| 11 | 6.15 | 4.55 | 4.55 | 16.92 | 27.27 | 27.27 | 49.23 | 43.18 | 43.18 | 27.69 | 25.00 | 25.00 | 65 | 44 | 44 |
| 12 | 8.33 | 4.69 | 4.69 | 26.67 | 17.19 | 17.19 | 45.00 | 37.50 | 37.50 | 20.00 | 40.63 | 40.63 | 60 | 64 | 64 |
| All Grades | 9.87 | 7.45 | 7.45 | 25.32 | 21.96 | 21.96 | 39.48 | 41.18 | 41.18 | 25.32 | 29.41 | 29.41 | 233 | 255 | 255 |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 6.06 | 15.38 | 0.00 | 80.30 | 70.51 | 81.16 | 13.64 | 14.10 | 18.84 | 66 | 78 | 69 |
| 10 | 9.52 | 18.84 | 5.48 | 73.81 | 62.32 | 75.34 | 16.67 | 18.84 | 19.18 | 42 | 69 | 73 |
| 11 | 4.62 | 9.09 | 7.46 | 63.08 | 59.09 | 53.73 | 32.31 | 31.82 | 38.81 | 65 | 44 | 67 |
| 12 | 6.67 | 3.13 | 17.07 | 81.67 | 60.94 | 56.10 | 11.67 | 35.94 | 26.83 | 60 | 64 | 41 |
| All Grades | 6.44 | 12.16 | 6.40 | 74.68 | 63.92 | 68.00 | 18.88 | 23.92 | 25.60 | 233 | 255 | 250 |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 72.31 | 71.79 | 76.81 | 13.85 | 16.67 | 10.14 | 13.85 | 11.54 | 13.04 | 65 | 78 | 69 |
| 10 | 76.19 | 76.81 | 68.49 | 7.14 | 10.14 | 20.55 | 16.67 | 13.04 | 10.96 | 42 | 69 | 73 |
| 11 | 56.92 | 75.00 | 79.10 | 26.15 | 6.82 | 10.45 | 16.92 | 18.18 | 10.45 | 65 | 44 | 67 |
| 12 | 78.33 | 70.31 | 73.17 | 16.67 | 12.50 | 7.32 | 5.00 | 17.19 | 19.51 | 60 | 64 | 41 |
| All Grades | 70.26 | 73.33 | 74.40 | 16.81 | 12.16 | 12.80 | 12.93 | 14.51 | 12.80 | 232 | 255 | 250 |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 22.73 | 15.38 | 11.59 | 36.36 | 48.72 | 47.83 | 40.91 | 35.90 | 40.58 | 66 | 78 | 69 |
| 10 | 21.43 | 23.19 | 17.81 | 45.24 | 49.28 | 46.58 | 33.33 | 27.54 | 35.62 | 42 | 69 | 73 |
| 11 | 6.15 | 9.09 | 14.93 | 44.62 | 45.45 | 38.81 | 49.23 | 45.45 | 46.27 | 65 | 44 | 67 |
| 12 | 13.33 | 4.69 | 9.76 | 53.33 | 37.50 | 51.22 | 33.33 | 57.81 | 39.02 | 60 | 64 | 41 |
| All Grades | 15.45 | 13.73 | 14.00 | 44.64 | 45.49 | 45.60 | 39.91 | 40.78 | 40.40 | 233 | 255 | 250 |

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | 3.03 | 0.00 | 1.45 | 77.27 | 87.18 | 79.71 | 19.70 | 12.82 | 18.84 | 66 | 78 | 69 |
| 10 | 11.90 | 5.80 | 0.00 | 69.05 | 76.81 | 76.71 | 19.05 | 17.39 | 23.29 | 42 | 69 | 73 |
| 11 | 18.46 | 31.82 | 13.43 | 58.46 | 50.00 | 65.67 | 23.08 | 18.18 | 20.90 | 65 | 44 | 67 |
| 12 | 23.33 | 12.50 | 4.88 | 68.33 | 57.81 | 73.17 | 8.33 | 29.69 | 21.95 | 60 | 64 | 41 |
| All Grades | 14.16 | 10.20 | 4.80 | 68.24 | 70.59 | 74.00 | 17.60 | 19.22 | 21.20 | 233 | 255 | 250 |

**Conclusions based on this data:**

**1.** Based on available data, our English learners show relative strength in the Speaking category of ELPAC.

**2.** Based on available data, our English learners need additional support to grow their reading and writing skills, as somewhat/moderately was the largest percentage in these two categories.

**3.** Support for English learners needs to come during core instruction and after school as needed.

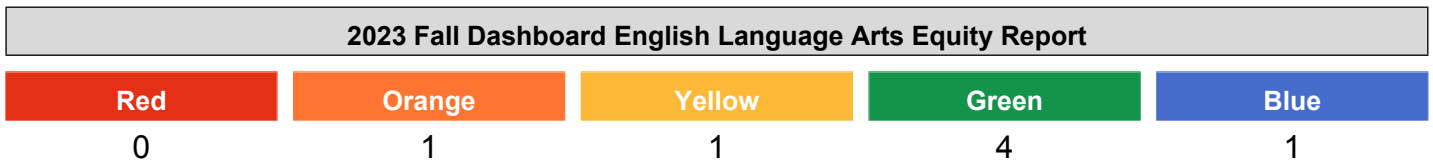# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **2936** | **55.6** | **9.3** | **0.3** |
| Total Number of Students enrolled in Lincoln High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 273 | 9.3 |
| **Foster Youth** | 10 | 0.3 |
| **Homeless** | 83 | 2.8 |
| **Socioeconomically Disadvantaged** | 1632 | 55.6 |
| **Students with Disabilities** | 312 | 10.6 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 338 | 11.5 |
| **American Indian** | 13 | 0.4 |
| **Asian** | 306 | 10.4 |
| **Filipino** | 93 | 3.2 |
| **Hispanic** | 1500 | 51.1 |
| **Two or More Races** | 139 | 4.7 |
| **Pacific Islander** | 30 | 1 |
| **White** | 502 | 17.1 |

**Conclusions based on this data:**

1. Over half of the student population is socioeconomically disadvantaged.  The achievement of students that are socioeconomically disadvantaged is below the school-wide average.

**2.** The largest student group is Hispanic making up 51.1 percent.  The next largest would be white at 17.1 %.

**3.** An achievement gap continues to persist amongst our student groups.

# School and Student Performance Data
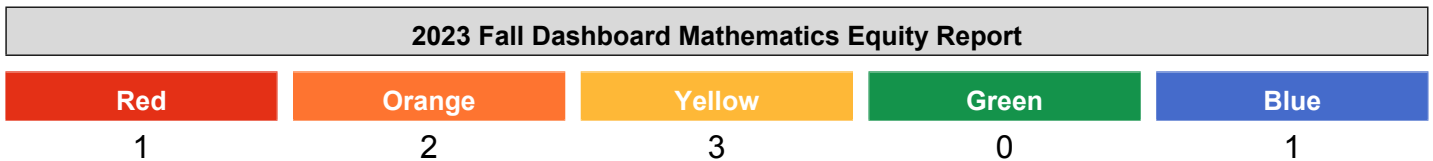
## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Blue | **Graduation Rate**<br>Yellow | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Yellow | **Chronic Absenteeism**<br>No Performance Color | |
| **English Learner Progress**<br>Yellow | | |
| **College/Career**<br>Medium | | |

**Conclusions based on this data:**

1. Graduation rates at Lincoln remain strong. We need to increase the percentage of students who graduate college and career ready.

2. Although the percent of suspended students has been declining slightly each year for the past three years, LHS suspension and expulsion data remains disproportionate.  African American students and low-socioeconomic students were suspended at rates significantly higher than their demographic percentages.

3. According to CAASPP results, overall student achievement in ELA and math has remained relatively consistent over the past three years. Proficiency rates were higher across student groups in 11th grade ELA than they were in mathematics both at Lincoln High School and statewide. Significant achievement gaps persist, however. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| **2023 Fall Dashboard English Language Arts Equity Report** | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 4 | 1 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| **2023 Fall Dashboard English Language Arts Performance for All Students/Student Group** | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Blue | Yellow | Less than 11 Students |
| 42.3 points above standard | 23.7 points below standard | |
| Increased Significantly +18.8 points | Increased Significantly +16.5 points | 2 Students |
| 650 Students | 62 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 49.2 points below standard | Green | Orange |
| Decreased -4.6 points | 16.4 points above standard | 90 points below standard |
| 18 Students | Increased +7.5 points | Increased Significantly +22.8 points |
| | 344 Students | 63 Students |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Green | Less than 11 Students | Blue | 96.2 points above standard |
| 15.2 points above standard | | 101.1 points above standard | Increased Significantly +53.4 points |
| Increased Significantly +21 points | 3 Students | Increased Significantly +43.1 points | 27 Students |
| 77 Students | | 74 Students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | 14.6 points above standard | Less than 11 Students | Green |
| 24.5 points above standard | Decreased -14.3 points | | 63.5 points above standard |
| Increased Significantly +18.2 points | 28 Students | 4 Students | Increased +7.6 points |
| 312 Students | | | 125 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 70.9 points below standard | 56.2 points above standard | 39.4 points above standard |
| Increased Significantly +22.2 points | Increased Significantly +36.9 points | Increased +10.5 points |
| 39 Students | 23 Students | 465 Students |

**Conclusions based on this data:**

1. According to CAASPP results, overall student achievement in ELA has remained relatively consistent over the past three years with a decline in 2024.

2. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.

3. English Learners need more support in their mainstream classes.

# School and Student Performance Data
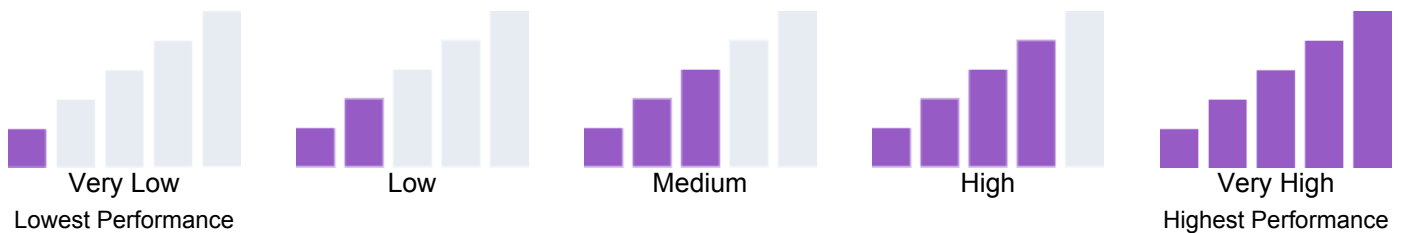
## Academic Performance
## Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
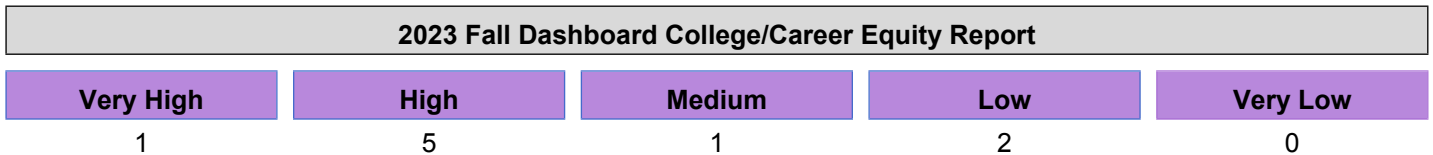
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 2 | 3 | 0 | 1 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2023 Fall Dashboard Mathematics Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Red | Less than 11 Students |
| 64.9 points below standard | 127.5 points below standard | |
| Increased +8.4 points | Maintained +1.9 points | 2 Students |
| 642 Students | 63 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| 165.5 points below standard | Orange | Orange |
| Decreased Significantly -46.1 points | 96.6 points below standard | 190.8 points below standard |
| 18 Students | Decreased -3.7 points | Increased +13.3 points |
| | 337 Students | 62 Students |

| **2023 Fall Dashboard Mathematics Performance by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | Less than 11 Students | Blue | 25.3 points below standard |
| 105.6 points below standard | | 36.5 points above standard | Increased +4.5 points |
| Increased +5 points | 3 Students | Increased Significantly +58.3 points | |
| 76 Students | | 74 Students | 26 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | 108 points below standard | Less than 11 Students | Yellow |
| 86.6 points below standard | Decreased Significantly -43.8 points | | 45.4 points below standard |
| Increased +12.1 points | 29 Students | 4 Students | Decreased -7.3 points |
| 308 Students | | | 122 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

| **2023 Fall Dashboard Mathematics Data Comparisons for English Learners** | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 167.9 points below standard | 73 points below standard | 69.9 points below standard |
| Maintained +0.1 points | Increased +13.1 points | Maintained +1.4 points |
| 42 Students | 23 Students | 460 Students |

**Conclusions based on this data:**

**1.** Overall student achievement in math is low.  English learners are not meeting standards in math.  Classroom supports and after school opportunities are needed.

**2.** Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.

**3.** Students with disabilities show no math achievement growth and remain of high concern.

# School and Student Performance Data

## Academic Performance
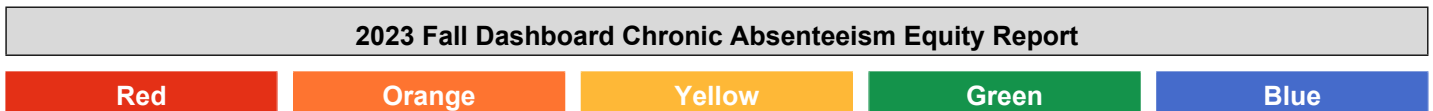## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2023 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
|  |
| Yellow |
| 45.8% making progress towards English language proficiency |
| Number of EL Students: 225 Students |
| Performance Level: 3 |
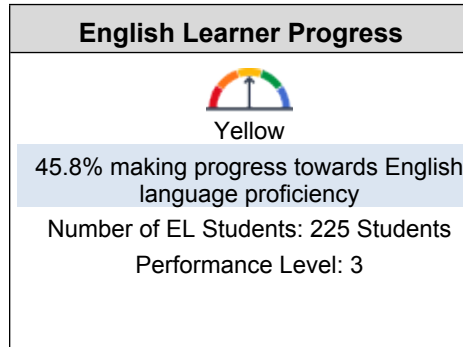
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 51 | 71 | 23 | 80 |

**Conclusions based on this data:**

**1.** 22 % of EL students decreased a level indicating a need for continued supports.

**2.** Approximately 36% of English learners progressed a level from their previous assessment.

**3.** 32 % of English Learners maintained at levels 1-3.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard College/Career Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 1 | 5 | 1 | 2 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 2023 Fall Dashboard College/Career Report for All Students/Student Group

### All Students
41.7 Prepared

693 Students

### English Learners
16.5 Prepared

103 Students

### Foster Youth
Less than 11 Students

6 Students

### Homeless
21.4 Prepared

42 Students

### Socioeconomically Disadvantaged
34.2 Prepared

503 Students

### Students with Disabilities
7.6 Prepared
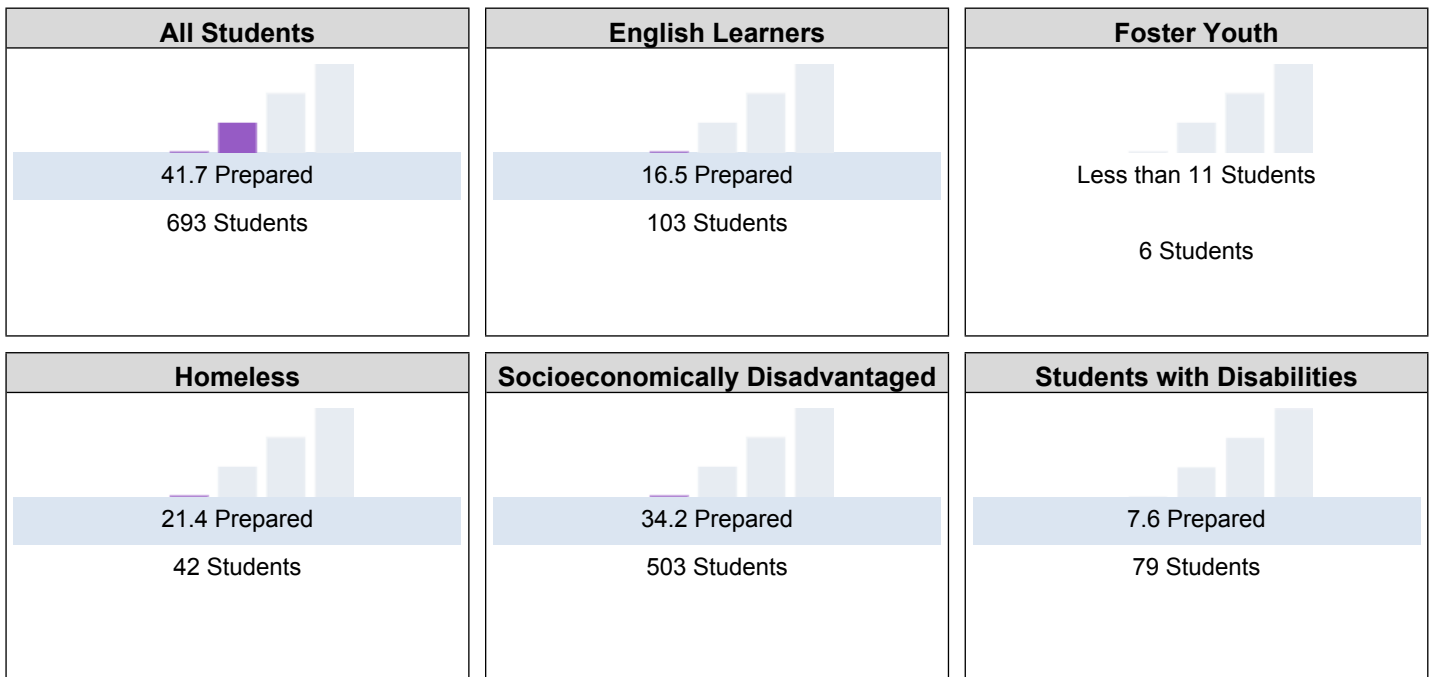
79 Students

## 2023 Fall Dashboard College/Career Reportby Race/Ethnicity

### African American
32.4 Prepared

74 Students

### American Indian
Less than 11 Students

6 Students

### Asian
57.7 Prepared

78 Students

### Filipino
63.2 Prepared

19 Students

### Hispanic
31.8 Prepared

336 Students

### Two or More Races
64.3 Prepared

42 Students

### Pacific Islander
Less than 11 Students

7 Students

### White
52.3 Prepared
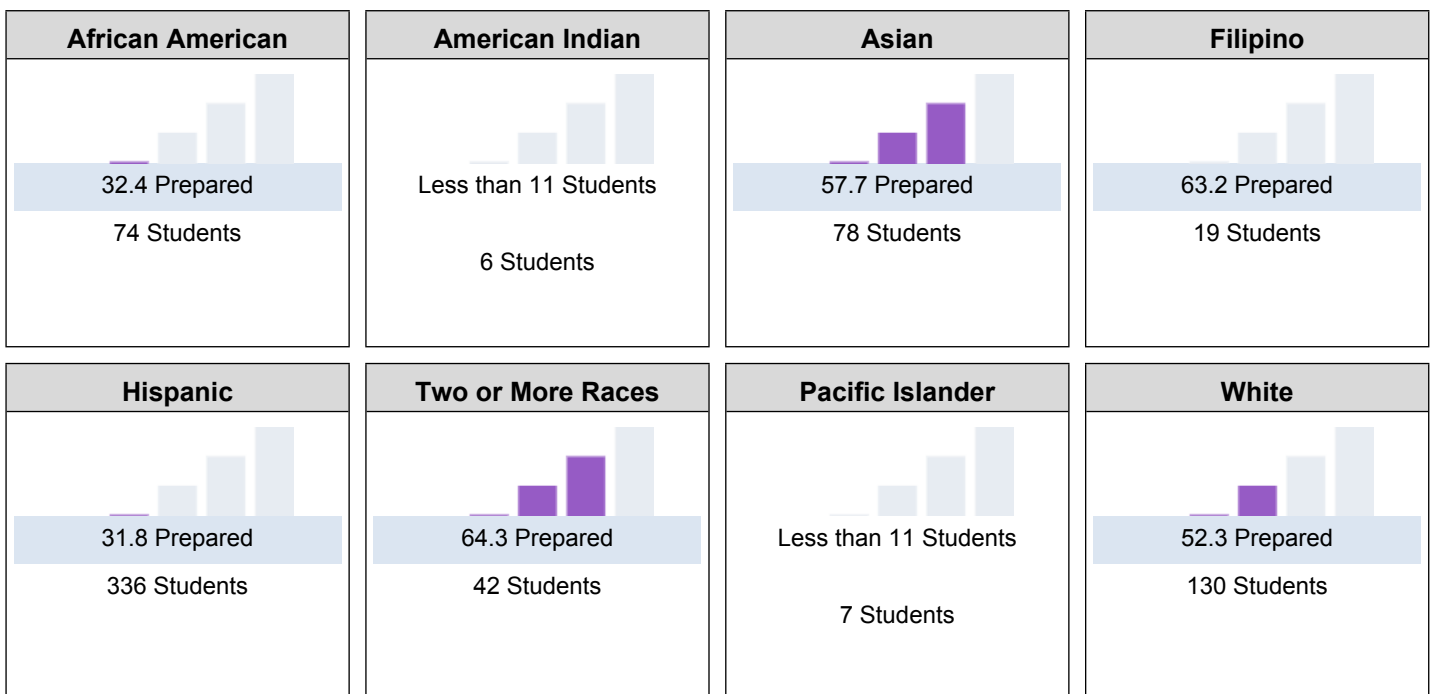
130 Students

**Conclusions based on this data:**

**1.** Fewer SED students, students with disabilities, African American and Hispanic students are graduating not prepared for college or career.

**2.** We need an increased focus on College and Career Readiness

**3.** Change in graduation requirements with the class of 2028 will positively affect college & career readiness.

# School and Student Performance Data
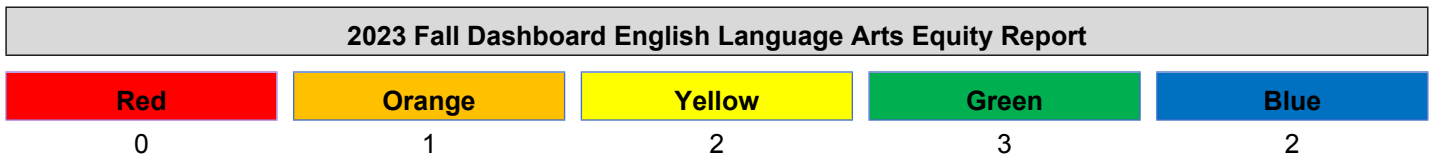
## Academic Engagement
## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| **2023 Fall Dashboard Chronic Absenteeism Equity Report** |
|---|

| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
|---------|------------|------------|-----------|----------|

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| **2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group** |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|------------------|----------------------|------------------|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|--------------|-------------------------------------|-------------------------------|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students |

| 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students | 0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students | 0 Students |

**Conclusions based on this data:**

**1.** Overall, Lincoln High maintains a 90% or overall attendance rate. Chronic absenteeism continues to be an issue.

**2.** SED students had a higher chronic absenteeism than all other subgroups.

# School and Student Performance Data

## Academic Engagement
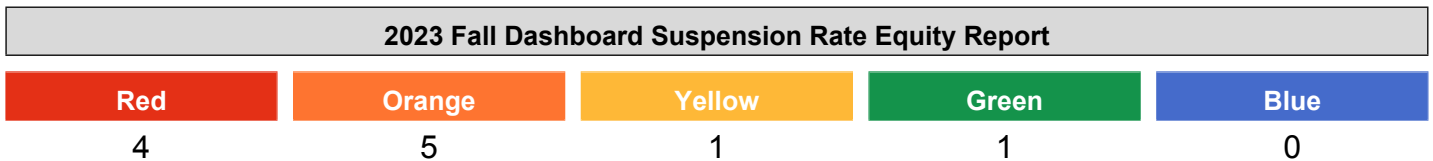## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 2 | 3 | 2 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Green | Less than 11 Students |
| 93.2% graduated | 87.5% graduated | 6 Students |
| Decreased -1.1 | Increased 1.2 | |
| 694 Students | 104 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 85.7% graduated | Green | Orange |
| Decreased Significantly -9.3 | 92.7% graduated | 84.8% graduated |
| 42 Students | Maintained -0.5 | Decreased -1.7 |
| | 504 Students | 79 Students |

## 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

| **African American** | **American Indian** | **Asian** | **Filipino** |
|---|---|---|---|
| Green | Less than 11 Students | Blue | 100% graduated |
| 93.2% graduated | | 96.2% graduated | Increased 3.4 |
| Increased 1.7 | 6 Students | Decreased -2.2 | |
| 74 Students | | 78 Students | 19 Students |

| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|---|
| Yellow | Blue | Less than 11 Students | Yellow |
| 92% graduated | 100% graduated | | 91.5% graduated |
| Decreased -1 | Maintained 0 | 7 Students | Decreased -4.5 |
| 337 Students | 42 Students | | 130 Students |

**Conclusions based on this data:**

**1.** Graduation rates remain strong overall and amongst all subgroups.

**2.** The number of fifth year graduates has increased slightly.

**3.** Students with disabilities graduation rate slightly decreased.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 4 | 5 | 1 | 1 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2023 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Orange | |
| 8.3% suspended at least one day | 7.3% suspended at least one day | 31.3% suspended at least one day |
| Increased 2.3 | Increased 0.3 | Increased 15.5 |
| 3086 Students | 303 Students | 16 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Orange | Orange | Red |
| 13.3% suspended at least one day | 9.9% suspended at least one day | 15.1% suspended at least one day |
| Declined -4 | Increased 2 | Increased 1.4 |
| 120 Students | 1844 Students | 344 Students |

| **2023 Fall Dashboard Suspension Rate by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | 15.4% suspended at least one day | Orange | Green |
| 15.7% suspended at least one day | Increased 8.7 | 4.1% suspended at least one day | 1.1% suspended at least one day |
| Increased Significantly 5.6 | 13 Students | Increased 2.4 | Declined -2.9 |
| 369 Students | | 320 Students | 95 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Red | Red | Yellow |
| 8.5% suspended at least one day | 13.8% suspended at least one day | 15.6% suspended at least one day | 4.3% suspended at least one day |
| Increased 1.6 | Increased Significantly 8.6 | Increased 5.9 | Maintained 0 |
| 1582 Students | 160 Students | 32 Students | 515 Students |

**Conclusions based on this data:**

**1.** 9th grade students have the largest amount of suspensions overall.

**2.** LHS suspension and expulsion data remains disproportionate. African American students, students with disabilities and low-socioeconomic students were suspended at rates significantly higher than their demographic percentages. African American students make up 13% of the LHS student population.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

# Goal 1

Goal 1: The professional development and collaboration opportunities for staff will be more aligned with defined needs, with a focus on improving student achievement through effective instructional practices.

## Identified Need

SBAC test scores in both ELA, Science and Math need to increase. Scores amongst subgroups are disproportionate to the overall population. Too many LHS students are earning D's and F's in both core and elective classes.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP Data - Science, Math, ELA | ELA SBAC percentage of students meeting or exceeding standards (2023-2024)<br>Overall:  51 %<br>SED:  45.9 %<br>SWD: 9.8 %<br>EL: 17 %<br>African American: 25 %<br>Asian:  74 %<br>Hispanic:  46 %<br>White:  62 %<br><br>Math SBAC percentage of students meeting or exceeding standards: (2023-2024)<br>Overall: 23 %<br>SED:  17.8 %<br>SWD:  0 %<br>EL:  3%<br>African American: 8.0 %<br>Asian:  49.0 %<br>Hispanic:  12.0 %<br>White: 36 %<br><br>Science (CAST) percentage of students meeting or exceeding standards: (2023-2024)<br>Overall (11th Grade): 32.3 %<br>SED: 27.1 % | Achievement will increase by at least 5 % in all subgroups in ELA, 10 % in Math and Science. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | SWD: 3.3 %<br>EL:  1 %<br>African American: 13 %<br>Asian:  57 %<br>Hispanic:  21 %<br>White:  39 %<br><br>Overall (12th Grade): 34.1 %<br>SED: 25.4 %<br>SWD: 12.2 %<br>EL:  0 %<br>African American: 18 %<br>Asian:  53 %<br>Hispanic:  25 %<br>White:  41 % | |
| Academic Data (F's) | % of LHS students earning one or more  F's in 2023-24 (semester 2)<br>Overall - 20 %<br>9th grade - 25 %<br>10th grade - 27 %<br>11th grade - 19 %<br>12th grade - 8 %<br><br>% of LHS students earning an F in English<br>English 9 - 25 %<br>English 10 - 27 %<br>American Lit - 19 %<br>British World Lit - 8 %<br><br>% of LHS students earning an F in Math<br>Math 1A - 34.54%<br>Math IB - 19.87%<br>Math I - 4.10%<br>Math II - 12.5%<br><br>% of LHS students earning an F in Science<br>Physics - 11.7 %<br>Biology - 15.9 %<br>Chemistry - 28.2 % | The percent of students earning F's will decrease by at least 5 %. |
| Quarterly PD/Collaboration focused on identified needs (WASC/Academic Data) | Currently there are 10 PD/Collaboration days allotted to course alike meetings focused on WASC. | An increase of 2 additional days will be focused on identified needs from WASC. |

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

1.1 Define and plan collaboration opportunities for teachers that align with department needs and help progress towards addressing the WASC findings.

### 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)

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2  Develop or provide opportunities for professional development for each of the various departments to address specific content areas.

### 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)

## 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

1.3  Offer professional development opportunities in specific areas of focus: Differentiation, Student Engagement, Equitable Grading Practices, and Restorative Justice/Restorative Practices

### 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)

## Strategy/Activity 4
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

1.4   Provide ongoing professional development and coaching focused on ELD instructional practices.

**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)

## 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

1.5  Create time for course-alike collaboration for creation, refinement, calibration, scoring, and data analysis of common formative assessments

**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)

## Strategy/Activity 6
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.6  Provide time for vertical articulation within departments and cross-departmental articulation across subjects

**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)

## Strategy/Activity 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.7   Ensure that course-aligned syllabi that are accessible to students and parents in multiple locations: Google Classroom, LHS Course Catalog, and the school website

**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)

## Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.8  Further refine math pathways as reflected in the WASC report.  This requires changes in the course catalog and course selections beginning freshman year.

**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)

## Strategy/Activity 9
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.9  Biology teachers will begin implementing the newly district adopted curriculum.

**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)

## Strategy/Activity 10
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.10 Using student data, (discipline, attendance, social emotional needs, school connectedness), counselors will meet with groups of students to create action plans to address needs.

### 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)

## Strategy/Activity 11
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.11  Increased collaboration time will be provided for general education teachers and special education teachers to discuss differentiation and support in the classroom in various content areas. This will be a focus for Social Science.

### 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)

## Strategy/Activity 12
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.12. There will be mentoring provided for our new teachers.  This includes monthly gatherings, peer observation time, and coaching from teacher leads.

**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)

## Strategy/Activity 13
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.13 Research and implement a testing schedule to be utilized for the CAASPP in ELA, Math and Science.

**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)

## Strategy/Activity 14
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.14 Professional development for best instructional practices in PE/Health and collaboration time for district wide PE teachers.

**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)

## Strategy/Activity 15
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.15 A visual arts focused professional development 7-12 will be provided.

**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)

# Annual Review

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.

All professional developments offered supported goal 1.  The staff professional development opportunities were focused on curriculum adoptions in science, and world languages, the implementation of adopted curriculum in English and iReady/Building, Thinking Classrooms in Math.   There are a growing number of teachers that have reflected and adjusted their grading practices based on equitable grading practices.  There continues to be a need in refining these grading practices and aligning content alike syllabi to support students.   The staff continues to need a more comprehensive professional development with ELD routines and instructional strategies.  The equity focused book studies done during district wide collaboration provided an opportunity for cross departmental groups to have meaningful discussions about creating a learning space that is more equitable for all.

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

Some of the challenges that occurred had to do with a lack of substitutes available.  In addition, calendaring collaboration time between departments and content areas was difficult.

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.

The actions for this goal will be adjusted to reflect the professional development and collaboration time that will be required to prepare for the areas of focus as determined by WASC that will begin in 2024-2025 school year.  We will continue ELD professional development for staff and restructure support for English Learners.  This goal will support the much needed time for content alike teachers to engage in data analysis discussions.  There is also a need to support new staff with instructional strategies, PE teachers for best practices and Visual Arts teachers with new resources.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

# Goal 2

Goal 2:  Lincoln High School will improve academic and social-emotional advisement opportunities for students.

## Identified Need

The number of students earning low SBAC scores is disproportionate amongst specific subgroups. The number of students with D and F grades is too high. The number of suspensions and expulsions is too high and is disproportionate amongst specific subgroups.  There is a need to address underlying issues that contribute to the rates of chronic absenteeism.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Grade level data for semester 1 & 2 | % of LHS students earning one or more  F's in 2023-24 (semester 1)<br>Overall - 15 %<br>9th grade - 18 %<br>10th grade - 18 %<br>11th grade - 14 %<br>12th grade - 9 %<br><br>% of LHS students earning one or more  F's in 2023-24 (semester 2)<br>Overall - 20 %<br>9th grade - 26 %<br>10th grade - 28 %<br>11th grade - 19 %<br>12th grade - 8 % | Less than 20 % of LHS students will earn a failing grade semester 1 and 2 (2023-2024) |
| College and Career Readiness data | There were at least 8 college and career awareness opportunities offered through the college and career center.<br><br>CTE Pathway Completers (2024)<br>22 Building and Construction Trades | There will be monthly college and career awareness opportunities offered.  There will be an increase in the amount of pathway completers for all CTE pathways. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | 20 Education, Child Development, and Family Services<br>8 Engineering and Architecture<br>7 Fashion and Interior Design<br>7 Information and Communication Technologies<br><br>College & Career Readiness data from CA Dashboard 41.7 % (22/23)<br><br>A-G Completers - 41 % | |
| Suspension Data | Overall Discipline Data<br>300 students had one or more days of suspension<br>48 students were recommended for expulsion<br>40 expulsions<br><br>Suspensions by grade level:<br>12th- 33<br>11th- 55<br>10th- 76<br>9th- 136 | There will be a 25 % decrease in the amount of students suspended for one or more days of suspension and in the amount of students expelled. |
| Youth Truth survey data | Youth Truth Data: % Positives (Students)<br>Engagement: 48<br>Academic Challenge:  48<br>Culture:  19<br>Belonging & Peer Collaboration:  40<br>Relationships:  28<br>College & Career Readiness: 33<br><br>Youth Truth Data % Positives (Families)<br>Engagement: 41<br>Relationships: 59<br>Culture: 55<br>Communication & Feedback: 45<br>Resources: 58<br>School Safety: 37 | There will be a 30 % increase in positive student responses on the annual Youth Truth survey in all areas. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Youth Truth Data % Positives (Staff)<br>Engagement: 65<br>Relationships: 61<br>Culture: 46<br>Professional Development & Support: 46<br>School Safety: 46 | |
| Attendance Data | % of students chronically absent<br>Overall - 21.0<br><br>Grade Level<br>9th grade - 20.3<br>10th grade - 21.5<br>11th grade - 19.1<br>12th grade - 23.2<br><br>Subgroups<br>Hispanic - 22.7<br>African American - 25.6<br>White - 17.2<br>SWD - 34.6<br>SED - 24.5<br>EL - 25.4 | The % of students chronically absent will decrease. |

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

2.1 Continue to examine the grading policies for each department and work to provide consistency among teachers of like courses. Ensure all syllabi include equitable practices.

**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)

## Strategy/Activity 2

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

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

All students

Strategy/Activity

2.2 Implement a system to monitor the student attendance and progress as they enter MTSS support programs to help determine effectiveness for the student, identify shifting programmatic needs, and create an attendance team accountable for supporting student progress. This includes monthly attendance meetings to review attendance data and interventions. Home visits and providing needed resources will be part of this process.

**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)

## 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

2.3  Implement quarterly academic counseling and tutoring for students earning 1 or more D's and F's and collect data to measure effectiveness of interventions

**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)

## 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

2.4  Monitor student grades by course and by teacher quarterly to address any student needs and teacher support.

**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)

## 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

2.5  Monthly homerooms will address important topics for students - student handbook policies, cyber safety, course selections, career inventories, and social emotional lessons.

### 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)

## Strategy/Activity 6
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.6 LINK Crew students will mentor freshman groups.  Peer Counselors (4 periods of students) will mentor sophomores.

### 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)

## Strategy/Activity 7
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.7  Lincoln 101 is the program in which new students throughout the year are introduced to campus expectations for academics, behaviors, school culture and resources.

### 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)

## Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.8  Expand CTE involvement by educating middle and high school students regarding CTE pathways and programming. Encourage participation in organizations that promote leadership in students involved in CTE.

**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)

## Strategy/Activity 9
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.9 Expand the use of the College and Career Center through effective publicity, classroom visits, grade level meetings, parent/staff information opportunities.   A grade level Google Classroom will be updated regularly with timely information for graduation and post graduation preparation.

**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)

## Strategy/Activity 10
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.10 Increase counselor visibility and access.  This includes grade level workshops on college and career information, parent information opportunities and social emotional work.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                                    Source(s)

## Strategy/Activity 11
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.11 Review and improve methods of communication between school, families and students. This includes the use of Parentsquare, the Student Bulletin, updated websites, social media and weekly student videos.

### 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)

## Strategy/Activity 12
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Sophomores

Strategy/Activity

2.12 Maintain and improve upon the annual program/event (Juventus) geared towards sophomores to include team building, SEL work, and building connections. LINK Crew and current staff will be utilized.

### 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)

## Strategy/Activity 13
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.13 Develop and maintain a wellness center to be utilized by staff and 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)

# Strategy/Activity 14
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.14 There was an increase of leadership classes.  These classes support all student activities. Within the classes are student committees that focus on mental health, campus beautification and school climate.

**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)

# Strategy/Activity 15
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.15 Quarterly efforts will be made to increase the number of parents/guardians with Aeries accounts.

**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)

# Strategy/Activity 16
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.16 There will be an emphasis on student driven campus beautification.

**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)

# Strategy/Activity 17
**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

2.17 Students will be assigned tutoring when earning an F during a grading period.

**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)

# Strategy/Activity 18
**Students to be Served by this Strategy/Activity**

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

Freshmen

Strategy/Activity

There will be multiple middle school visits during the spring semester to prepare students for high school expectations and offerings.  Topics will include academics, support, student activities, attendance and athletics.

**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)

# Strategy/Activity 19
**Students to be Served by this Strategy/Activity**

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

Freshmen

Strategy/Activity

Students needing additional support transitioning to high school will be invited to the Summer Bridge program.  This program provides support in English, math, organizational dkills and more.

**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)

## Strategy/Activity 20
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All Students |
|---|

Strategy/Activity

| Increase the amount of lunchtime activities from student led clubs that are accessible to all 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)

# Annual Review

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.

Parent Connect Workshops were poorly attended. We will work to improve how we provide the communication and give multiple opportunities and formats to receive it. The freshmen class continues to be an area of concern. They have earned the most F's, struggle with attendance and have the highest discipline. Attendance at assigned tutoring was poor. We need to refine our process.

The Leadership program has grown and LHS has over 80 student led clubs. There are lunch time activities for students to participate in every week. We will work to collect participation data using our digital ID system.

The Sophomore team building day and mentoring programs had a positive effect on our students as exhibited by the academic data and discipline data. Both of these will continue and be expanded during the 2024-2025 school year.

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

Attendance rates affected our ability to provide necessary interventions and support to the students of greatest need.

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.

The goal will remain the same. Actions toward the goal are focused on refining the systems put in place to provide support to address the academic and social emotional needs of the students. Addressing chronic absenteeism will be a focus. In addition, we will have additional supports for the freshmen class to ease their transition to high school. We will closely examine grades, discipline incidents and involvement. Summer Bridge, Middle School presentations (with students presenters), small group work, assigned tutoring and LINK Crew mentoring will be actions implemented to support Freshmen.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

# Goal 3

Goal 3: Lincoln High School will increase student achievement in all areas reflected on the California School Dashboard.

## Identified Need

SBAC scores amongst some subgroups are disproportionate to the overall population.   Too few students are graduating college or career ready.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELA CAASPP data | ELA SBAC percentage of students meeting or exceeding standards (2023-2024) Overall:  51 % SED:  45.9 % SWD: 9.8 % EL: 17 % African American: 25 % Asian:  74 % Hispanic:  46 % White:  62 % | ELA SBAC: 80% of Lincoln High Students will meet or exceed standards |
| Math CAASPP data | Math SBAC percentage of students meeting or exceeding standards: (2023-2024) Overall: 23 % SED:  17.8 % SWD:  0 % EL:  3% African American: 8.0 % Asian:  49.0 % Hispanic:  12.0 % White: 36 % | Math SBAC: 80% of Lincoln High Students will meet or exceed standards |
| Graduation rates | Graduation Rates (2023): Overall:  93.2 % SED:    92.7 % SWD:   84.8 % EL:   87.5 % | 95 % of LHS students will meet graduation requirements. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | African American: 93.2 %<br>Asian: 96.2 %<br>Hispanic: 92 %<br>White: 91.5 % | |
| College & Career Readiness (CA Dashboard) | College and Career Readiness (2023)<br>Overall: 41.7 %<br>SED: 34.2 %<br>SWD: 7.6 %<br>EL: 16.5 %<br>African American: 32.4 %<br>Asian: 57.7 %<br>Hispanic: 31.8 %<br>White: 52.3 % | The % of students college and career ready as indicated by the CA Dashboard will increase by at least 10 % overall and in each sub group. |

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

3.1  Maintain common syllabi and work on developing common pacing and some common formative assessments to be utilized in all core courses.  Provide support to new teachers with this process.

**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)

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2  Administer interim assessments in all math, ELA and science courses for all grade levels.

**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)

## 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

3.3 Analyze student ELPAC scores to identify students who qualify for reclassification then administer local assessment to determine which students meet district reclassification criteria. Educate staff, students, and parents regarding reclassification criteria.

**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)

## 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

3.4  Clarify graduation requirements, A-G requirements to ensure ALL students enroll in appropriate courses for graduation, college preparedness, and career readiness.  This includes classroom presentations to all grade levels on career pathways, 4 year plans,  post graduation plans, college applications and financial aid.  Provide A-G information posters for all classrooms.

**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)

## 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

3.5 Implement academic supports according to the MTSS framework to ensure all students are successful in all coursework.  This includes tutoring and student mentoring.

**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)

# Strategy/Activity 6
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6 Provide credit recovery options for students who fail classes that are part of their graduation requirements. Things includes during the school year and during summer session.

**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)

# Strategy/Activity 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.7  Review current CTE offerings and enrollment by ethnicity, race, and gender. Identify ways to support student inclusion to better mirror site demographics.  This includes providing ongoing information about the program to current and incoming students and families and providing professional development to the CTE staff to support improvements.

**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)

# Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.8 Provide multiple opportunities (virtual and in person) for student support with Dual Enrollment sign ups with the College and Career Counselor, Counselors and SJDCC partners.

**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)

## Strategy/Activity 9
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3.9 The academic support for EL students will be restructured to a push in model of support.

**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)

## Strategy/Activity 10
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

3.10 Teachers will be provided support with differentiated instruction.

**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)

## Strategy/Activity 11
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.11 Investigate expanding Dual Enrollment to include Introduction to College & Career course offered for underclassmen and possible in person offerings.

**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)

## Strategy/Activity 12
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.12  Provide collaboration time for content area groups in math and ELA to align pacing, expectations and assessments.

**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)

## Strategy/Activity 13
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.13 Provide collaboration time for counselors for data analysis to create small groups and to support student needs

**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)

# Annual Review

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.

The percentage of students meeting and exceeding standards on the ELA (SBAC) decreased from 66 to 51 % of students meeting or exceeding standards.   EL students and our students with disabilities have disproportionately lower achievement in ELA.

The overall achievement in math decreased from the previous year.  Most student subgroups decreased in the percentage of students meeting/exceeding math standards.   We continue to need to provide timely academic support for students struggling with math concepts and closely examine our instructional practices.

Dual enrollment with San Joaquin Delta College and credit recovery courses are opportunities for students that support the path to graduation.  We will expand course offerings in the 2024-2025 school year.

Although we have robust CTE pathways, we have a relatively low percentage of pathway completers.  The students enrolled in the programs does not reflect the site demographics.  Improvements in how we schedule the students (pathways) and outreach to incoming and current students need to be made 7th through 12th grade.

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

Appropriate academic supports were put in place for students in need.  More strategic interventions are required.  Aligning course alike pacing, assessments and syllabi needs will be more of a priority.

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.

The goal will remain the same.  Changes in the strategies/activities reflect added programs/opportunities for students to support reaching this goal.  There will be a  focus on guidance alignment with counselors in examining student data to provide strategic support.  In addition, there will be work done in course alike groups to align pacing and assessments.

Support provided for English Learners will be happen in content area classrooms similar to the collaborative model done in Special Education.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

# Goal 4

Goal 4: All Lincoln High School policies, practices, systems, and social opportunities will be reviewed, analyzed and refined to reflect and best address our diverse student population.

## Identified Need

Lincoln High School's population has changed over time. Policies, practices and procedures have not been adapted to reflect the corresponding student needs.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percent of syllabi, grading, late-work, and homework policies that are course-alike identical | 2023-24 80 % of courses achieved course-alike syllabi which were linked to the course description in the LHS Course Catalog. | 100% of syllabi will continue to reflect grading, late-work, and homework policies that were course-alike identical |
| Percent of discipline, eligibility, and academic policies and practices which reflect equitable, restorative practices as measured by an annual equity audit | Discipline Data by Race/Ethnicity (Disciplinary Incidents)<br>Hispanic 57 %<br>African American 25 %<br>White 8 %<br>Multi Racial 5 %<br>Asian 4 %<br><br>Discipline Data by Grade Level (disciplinary Incidents)<br>9th grade: 45 %<br>10th grade: 22 %<br>11th grade:  17 %<br>12th grade: 15 % | Discipline incidents per subgroup and grade level will decrease by at least 5 % |
| Correlation of percent of parent participation on school committees to directly reflect LHS student subgroup percentages. | No Parent committees directly reflect the student population. | All school committees directly reflect the student population. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Correlation of sub-group representation of student participants in student leadership groups (including ASB, LHS Student Senate, Peer Counselors) to directly reflect LHS student subgroup percentages. | The LHS Student Senate, USB, Leadership classes and Peer counselors directly reflect the LHS subgroup percentages. | All student committees will directly reflect the LHS subgroup percentages. |
| The percent positive responses from the student survey in the area of college and career readiness. | Youth Truth Data: % Positive Responses(Grade Levels) College and Career Readiness<br><br>9th grade<br>Skills for college level classes - 42 %<br>Steps to apply for college 47 %<br>Career (interests/abilities) 37 %<br>Career path 45 %<br><br>10th grade<br>Skills for college level classes - 44 %<br>Steps to apply for college 53 %<br>Career (interests/abilities) 34 %<br>Career path 43 %<br><br>11th grade<br>Skills for college level classes - 48 %<br>Steps to apply for college 49 %<br>Career (interests/abilities) 34 %<br>Career path 35 %<br><br>12th grade<br>Skills for college level classes - 49 %<br>Steps to apply for college 57 %<br>Career (interests/abilities) 41 %<br>Career path 38 % | There will be 25 % increase in positive responses from students in the area of College and Career Readiness on the student survey. |
| AP enrollment | AP Enrollment by race/ethnicity 2024<br>Asian - 34.5 %<br>African American - 4.8 %<br>Hispanic - 31.4 %<br>White - 19 %<br>SED - 19.6 % | AP enrollment will reflect the current LHS student demographics. |

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

4.1  Maintain and improve the LHS Student Senate.  These students meet monthly with administration  to exchange information and gather input regarding school discipline policies, practices, social opportunities, and improvement planning

**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)

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2  Regularly survey the student body for input when making decisions regarding social opportunities, school discipline policies, practices, and improvement planning

**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)

## 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

4.3 Involve all educational partners in providing input for all decision making with regard to the SPSA, and school wide policy and social opportunities

**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)

## 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

4.4   Provide positive parent involvement opportunities with a focus on academics, social emotional health and development and college/career information. (parent connect workshops monthly)

**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)

## 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

4.5  Support professional development regarding Equity and Culturally Proficient Education

**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)

## Strategy/Activity 6
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.6  Continue to remove barriers to AP and Honors course enrollment and ensure that AP and Honors classes and supports are accessible and available to all students to ensure enrollment in those courses directly reflect the student population. This includes AP seminars to support student needs.

**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)

## Strategy/Activity 7

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

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

All Students

Strategy/Activity

4.7  Continue to examine and refine grading policies and practices to ensure they are fair and equitable

**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)

## Strategy/Activity 8

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

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

All Students

Strategy/Activity

4.8  Provide a workshop and ongoing support for AP students to discuss strategies to manage the rigor and demands of college level courses.

**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)

## Strategy/Activity 9

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

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

All students

Strategy/Activity

4.9 The Leadership Team, Student Senate, ELAC and the SSC will regularly review policies/procedures for equitable/restorative practices.

**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)

## Strategy/Activity 10
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.10 Explore other scheduling options that could support academic interventions throughout the day.

**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)

## Strategy/Activity 11
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.11 We have partnered with Orenda as we review school policies/procedures/instructional practices in order to make changes to provide the highest quality education for all 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)

## Strategy/Activity 12
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Freshmen

Strategy/Activity

4.12 Investigate offering a 1st quarter class for freshmen that includes social emotional lessons, study habits, digital citizenship and more.

**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)

## Strategy/Activity 13
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.13 Implement a digital student ID to be used for entrance into events, for off campus passes, and the activities punch.

**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)

## Strategy/Activity 14
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.14 Teachers will utilize a digital hall pass.  This allows for better monitoring of students out of class.

**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)

# Annual Review

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.

The AP enrollment continues to not be reflective of current LHS demographics.  Students participating in Dual Enrollment are a better reflect of the Lincoln High School student body.  Parent groups (PTSA, ELAC, School Site Council) are more diverse than the previous year.

The Student Senate, Peer Counselors, LINK Crew and Leadership groups are all representative of our student demographics.  These student voices are vital in improving school processes, systems and activities.

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

There continues to be a barrier with parent involvement.  Our parent committees and decision making groups do not reflect the demographics of the student population.

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.

The goal will remain the same. The actions were updated to reflect the effort to increase parent involvement and to continue the review of policies/procedures.  The implementation of the digital ID's will provide needed participation data.  We will be able to gather information on students that attend events and joined clubs/athletics.  The program also has survey functions so that we can collect feedback about student events and activities easily.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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)

Strategy/Activity

**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) |
|---|---|

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

**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)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator                    Baseline/Actual Outcome          Expected Outcome

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)

Strategy/Activity

### 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)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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)

Strategy/Activity

### 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) |
|---|---|

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

<div style="background:#f3e6f5; min-height:5em;"></div>

# Goal 8

<div style="background:#f3e6f5; min-height:5em;"></div>

## Identified Need

<div style="background:#f3e6f5; min-height:5em;"></div>

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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)

Strategy/Activity

**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) |
|---|---|

# Budget Summary

## Funds Budgeted to the School by Funding Source

| Funding Source<br>This dropdown should be populated manually. | Funding Allocation<br>This data field should be populated manually. | Funds Remaining to be Allocated<br>This field is auto calculated by DTS and manual entries will be overwritten automatically |
| --- | --- | --- |
| Comprehensive Support and Improvement (CSI) | | |

**Total Funding Allocation:**
This field is auto calculated by DTS and manual entries will be overwritten automatically

## Expenditures by Funding Source From SPSA Goals

| Funding Source<br>This field is auto calculated by DTS and manual entries will be overwritten automatically | Amount<br>This field is auto calculated by DTS and manual entries will be overwritten automatically |
| --- | --- |

**Total SPSA Allocated (**This field is auto calculated by DTS and manual entries will be overwritten automatically**):**

# 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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

4 Secondary Students

| Name of Members | Role |
|---|---|
| Kat Bender | Principal |
| Jillian Gravelle | Classroom Teacher |
| Elizabeth Hodson | Classroom Teacher |
| Erin Riggio | Other School Staff |
| Cassandra Sotelo | Parent or Community Member |
| Jamie Summerfield | Parent or Community Member |
| Sarah Gherke | Parent or Community Member |
| Jade Thompson | Secondary Student |
| Leonder Sanguinsin | Secondary Student |
| James Robinson | Secondary Student |
| Emmanual Zatarian | Secondary Student |
| Aiden Williams | Secondary Student |

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 |
|---|---|
| *Megan Haas* | 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 10/16/23.

Attested:

| | |
|---|---|
| *signature* | Principal, Kat Bender on 10/14/24 |
| *signature* | SSC Chairperson, Jillian Gravelle on 10/14/24 |

# 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.**

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.

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.

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.

# 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 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.

## 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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