



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln High School	31-66951-0000000	October 28, 2024	November 19, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Lincoln High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Lincoln High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lincoln High School is focused on cultivating relationships that support a culture of learning and connection. On time graduation and leaving Lincoln with a plan is our primary objective for all students.

We are thoughtful about how we support all of our learners and we provide experiences and supports that are designed to meet the needs of our unique population. We are constantly monitoring our core benchmark data for gaps, needs, growth, and development. We have a strong focus on academic, arts, athletics, and activities programming, and we have invested in best practice programs like AVID, ELD, CTE, AP, Dual Enrollment, and Co-Teaching to that end. We aim to create opportunities for our students that inspire and prepare them for 2 and 4 year college experiences, to go directly into the workforce, or to pursue further technical training for a career. We self reflect on our policies and practices to ensure that all of our students have access to high quality and meaningful educational experiences. We work as a team to reflect on our approach to learning across the board, considering the impact of our policies, procedures, systems, and structures and their impact on our students, including those who are college bound, career bounds, have disabilities, are learning English, or are facing challenges due to financial, housing, or family dynamics. As a staff community, we are working to shift our perspective by engaging in thoughtful data analysis to focus on best practice teaching that leads to learning - we are engaging in this work across all of the systems in our campus community. We know that many of our upper grade students naturally tend to become focused on their futures as they progress through high school, and so an important focus for our team is engaging our freshmen and sophomores in academic success/support, involvement, and social support so that they are connected and engaged earlier, as we know this will set them up for success in their future.

We prioritize our funding in a way that supports our students. We believe that by supporting quality training, providing time to our staff to engage in meaningful learning and collaboration, building our schedule with students at the center, and engaging with students to inquire about their needs and experiences at Lincoln, our student experience will continue to transform. Our site SPSA clearly outlines our financial commitment to college and career readiness, community and school culture development, professional development, and support for our most at risk students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We collected input and feedback on our SPSA from our Staff Site Leadership Team, our Student Leadership Council, our School Site Council, and our English Language Advisory Council (ELAC). Our SPSA was on the agenda for our Site Leadership Team, School Site Council and ELAC in September and October 2024. At each site council and ELAC meeting, we collect input that informs our goals and objectives. I meet with our Student Leadership Council about twice monthly, and we talk generally about priorities for instruction and culture, and the plans in this SPSA have been shared with them in general terms through those conversations. We established a SPSA leadership team in the 2024/25 year that includes our site administrative team, site secretary, and the teacher/staff leaders who our SPSA funds are generally allocated to. This team meets monthly to review priorities and data from our work that inform future spending priorities.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learner Progress - Lincoln is in the Orange Level

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Lincoln is Below the State Level by two or more levels for no indicators.

Lincoln is Below the State Level (but only by one level) for:

- English Language Progress: LHS - Orange / State - Yellow

Lincoln is Above the State Level for:

- English Language Arts: LHS - Green / State - Orange
- Mathematics: LHS - Yellow/ State - Orange
- College & Career: LHS - High / State - Medium
- Graduation Rate: LHS - Green / State - Orange
- Suspension Rate: LHS - Green / State - Orange

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Lincoln continues to monitor D and F rate data, attendance rate data, AP/honors registration and AP test data, and CTE program completion data as a measures of our progress towards school engagement, graduation rates, and college and career readiness.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lincoln High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	1.02%	0.74%	0.76%	17	10	9
African American	2.28%	1.77%	1.34%	38	24	16
Asian	2.46%	2.73%	3.19%	41	37	38
Filipino	2.52%	2.44%	2.10%	42	33	25
Hispanic/Latino	33.55%	36.68%	40.44%	559	497	482
Pacific Islander	0.66%	0.66%	0.59%	11	9	7
White	54.14%	50.18%	46.73%	902	680	557
Multiple/No Response	2.34%	3.47%	3.36%	39	47	40
Total Enrollment				1,666	1355	1192

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	310	297	278
Grade 10	350	294	316
Grade 11	509	309	300
Grade 12	497	455	298
Total Enrollment	1,666	1,355	1,192

Conclusions based on this data:

- Lincoln's enrollment continued to decline in the 23/24 year because of the opening and expansion of our newer sister high school, Twelve Bridges High School. In the 23/24 year, we experienced what we expect to be our lowest enrollment, with all grade levels at an enrollment of about 300 students, as compared to the years when there was only one comprehensive high school, and our enrollment was typically between 450-525 for each class.
- Our demographic data is relatively stable, however, there is a decline in white students (down 3.45% from 22/23), and an increase in our Latino/Hispanic student population (3.76% from 22/23).
- There was also an increase in newcomers that is not reflected in this data. We had enough newcomers join our program that we were justified in opening a second section of newcomer support mid-fall 2023.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	136	110	106	6.4%	8.2%	8.9%
Fluent English Proficient (FEP)	242	217	227	14.5%	14.5%	19.0%
Reclassified Fluent English Proficient (RFEP)			81	2.9%		6.79%

Conclusions based on this data:

1. We have an increase in percentage of EL students from 8.2% to 8.9%; this is in part due to volume of newcomers that joined our school from around the globe in 23/24.
2. There is an increase in number of students and percentage of students who were designated as Fluent English Proficient (FEP). 10 additional students and made up 4.5% increase in FEP students in 23/24 as compared to 22/23.
3. RFEP Data was pulled from internal data that we keep. As of the 23/24 year, there were 81 Lincoln Students who were Reclassified as Fluent English Proficient (RFEP). This is an increase by almost 4% over the 21/22 year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	463	298	290	411	288	278	411	283	278	88.8	96.6	95.9
All Grades	463	298	290	411	288	278	411	283	278	88.8	96.6	95.9

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	2598.	2596.	2553.	25.06	25.44	15.47	34.31	34.63	28.42	20.68	20.14	26.26	19.95	19.79	29.86
All Grades	N/A	N/A	N/A	25.06	25.44	15.47	34.31	34.63	28.42	20.68	20.14	26.26	19.95	19.79	29.86

Reading 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	31.14	27.05	15.47	53.04	57.30	54.32	15.82	15.66	30.22
All Grades	31.14	27.05	15.47	53.04	57.30	54.32	15.82	15.66	30.22

Writing 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	26.34	27.01	18.68	48.78	49.27	48.72	24.88	23.72	32.60
All Grades	26.34	27.01	18.68	48.78	49.27	48.72	24.88	23.72	32.60

Listening 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	15.57	12.06	11.51	72.99	74.47	66.55	11.44	13.48	21.94
All Grades	15.57	12.06	11.51	72.99	74.47	66.55	11.44	13.48	21.94

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	19.95	27.56	20.14	65.69	63.60	58.63	14.36	8.83	21.22
All Grades	19.95	27.56	20.14	65.69	63.60	58.63	14.36	8.83	21.22

Conclusions based on this data:

1. Our grade 11 enrollment shifted dramatically after 2021-22 due the opening of our second comprehensive high school. This shift in enrollment and subsequent reduction in our "above standard" scores may be (at least in part) due to that shift in enrollment.
2. We engaged in some significant changes to our SBAC testing strategies in 23/24 based on best practices across the region from schools who typically yield more positive SBAC score reports. We were really surprised these strategies did not yield in positive results in 23/24. Our team was left to wonder what the scores would have been if we had kept our original strategies from years past. We will continue to refine more thoughtful SBAC testing strategies in 24/25.
3. There is a concerning trend across all ELA categories where more students are below standard. While fewer students are above standard, they are not being retained in the at/near. Our % below standard is between 7% - 15% more across all categories between 22/23 and 23/24.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	463	298	291	410	287	278	407	287	278	88.6	96.3	95.5
All Grades	463	298	291	410	287	278	407	287	278	88.6	96.3	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2556.	2560.	2537.	9.58	10.80	5.76	20.88	15.68	17.63	26.54	26.48	24.10	43.00	47.04	52.52
All Grades	N/A	N/A	N/A	9.58	10.80	5.76	20.88	15.68	17.63	26.54	26.48	24.10	43.00	47.04	52.52

Concepts & Procedures 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	12.29	13.94	8.99	44.23	38.33	42.45	43.49	47.74	48.56
All Grades	12.29	13.94	8.99	44.23	38.33	42.45	43.49	47.74	48.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.76	12.89	11.15	62.41	63.07	63.31	23.83	24.04	25.54
All Grades	13.76	12.89	11.15	62.41	63.07	63.31	23.83	24.04	25.54

Communicating Reasoning 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	10.32	11.50	8.27	66.58	61.67	65.11	23.10	26.83	26.62
All Grades	10.32	11.50	8.27	66.58	61.67	65.11	23.10	26.83	26.62

Conclusions based on this data:

1. In our math scores, more students were below standard in 23/24 than in 22/23. It is devastating to see that 47% of our students did not meet the standard for the math assessment in 23/24; this data is even more difficult to process, with 52% of students not meeting the standard (about 5% more than in 22/23). The percent that exceeded fell by almost half between 22/23 and 23/24, but we also had a slightly higher percentage that met the standard in 23/24 than 22/23.
2. We saw a higher volume of students below standards in concepts and procedures and in problem solving and a slight improvement in overall scores in communicating reasoning. This may be in part because students are taking the math assessment without having achieved mastery in the math 2 or math 3 concepts that are assessed. Our math 1 fail rate continues to be quite high, and so students may only be part way through math 2 in their junior year when they are assessed, or may have opted out of additional math coursework after passing math 1, which is the level of math required for graduation in our district (although students must secure 30 credits (3 years) of some type of math). Our math team is focused on strategies to increase math 1 completion in the 24/25 year as a result of this and other data measures (including D & F rates in math 1).
3. We engaged in some significant changes to our SBAC testing strategies in 23/24 based on best practices across the region from schools who typically yield more positive SBAC score reports. We were really surprised these strategies did not yield in positive results in 23/24. Our team was left to wonder what the scores would have been if we had kept our original strategies from years past. We will continue to refine more thoughtful SBAC testing strategies in 24/25.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1521.9	1519.6	1539.6	1511.1	1517.4	1528.1	1532.3	1521.1	1550.5	28	21	35
10	1548.7	1545.4	1511.0	1537.5	1544.6	1484.6	1559.4	1545.8	1536.9	39	25	27
11	1537.9	1536.1	1521.4	1525.6	1533.0	1505.9	1549.9	1538.8	1536.5	30	29	18
12	1535.2	1530.2	1522.3	1535.9	1530.1	1509.3	1533.9	1529.6	1534.8	26	18	26
All Grades										123	93	106

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	3.57	4.76	2.86	35.71	42.86	51.43	28.57	23.81	31.43	32.14	28.57	14.29	28	21	35
10	12.82	16.00	3.70	46.15	36.00	22.22	30.77	28.00	33.33	10.26	20.00	40.74	39	25	27
11	10.00	17.24	11.11	40.00	17.24	11.11	20.00	31.03	44.44	30.00	34.48	33.33	30	29	18
12	15.38	5.56	15.38	15.38	33.33	11.54	30.77	27.78	34.62	38.46	33.33	38.46	26	18	26
All Grades	10.57	11.83	7.55	35.77	31.18	27.36	27.64	27.96	34.91	26.02	29.03	30.19	123	93	106

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	14.29	14.29	11.43	42.86	52.38	57.14	25.00	19.05	22.86	17.86	14.29	8.57	28	21	35
10	20.51	20.00	7.41	53.85	40.00	33.33	15.38	20.00	25.93	10.26	20.00	33.33	39	25	27
11	23.33	24.14	16.67	40.00	20.69	22.22	16.67	24.14	38.89	20.00	31.03	22.22	30	29	18
12	26.92	22.22	26.92	11.54	33.33	23.08	46.15	22.22	15.38	15.38	22.22	34.62	26	18	26
All Grades	21.14	20.43	15.09	39.02	35.48	36.79	24.39	21.51	24.53	15.45	22.58	23.58	123	93	106

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	7.14	0.00	2.86	10.71	9.52	34.29	39.29	47.62	40.00	42.86	42.86	22.86	28	21	35
10	7.69	4.00	3.70	33.33	28.00	22.22	35.90	36.00	33.33	23.08	32.00	40.74	39	25	27
11	10.00	6.90	5.56	13.33	20.69	5.56	46.67	24.14	33.33	30.00	48.28	55.56	30	29	18
12	0.00	0.00	0.00	19.23	16.67	26.92	23.08	44.44	15.38	57.69	38.89	57.69	26	18	26
All Grades	6.50	3.23	2.83	20.33	19.35	24.53	36.59	36.56	31.13	36.59	40.86	41.51	123	93	106

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	3.57	0.00	2.86	60.71	66.67	88.57	35.71	33.33	8.57	28	21	35	
10	5.13	16.00	0.00	76.92	56.00	62.96	17.95	28.00	37.04	39	25	27	
11	0.00	13.79	0.00	63.33	34.48	61.11	36.67	51.72	38.89	30	29	18	
12	11.54	5.56	11.54	23.08	44.44	46.15	65.38	50.00	42.31	26	18	26	
All Grades	4.88	9.68	3.77	58.54	49.46	66.98	36.59	40.86	29.25	123	93	106	

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	57.14	80.95	51.43	25.00	9.52	42.86	17.86	9.52	5.71	28	21	35	
10	69.23	64.00	37.04	20.51	16.00	25.93	10.26	20.00	37.04	39	25	27	
11	66.67	57.14	44.44	16.67	21.43	33.33	16.67	21.43	22.22	30	28	18	
12	65.38	55.56	46.15	23.08	27.78	19.23	11.54	16.67	34.62	26	18	26	
All Grades	65.04	64.13	45.28	21.14	18.48	31.13	13.82	17.39	23.58	123	92	106	

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	7.14	0.00	14.29	32.14	52.38	51.43	60.71	47.62	34.29	28	21	35	
10	20.51	16.00	7.41	46.15	48.00	40.74	33.33	36.00	51.85	39	25	27	
11	10.00	13.79	5.56	50.00	24.14	22.22	40.00	62.07	72.22	30	29	18	
12	7.69	5.56	11.54	30.77	33.33	30.77	61.54	61.11	57.69	26	18	26	
All Grades	12.20	9.68	10.38	40.65	38.71	38.68	47.15	51.61	50.94	123	93	106	

Writing 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	0.00	5.00	0.00	70.37	65.00	77.14	29.63	30.00	22.86	27	20	35
10	0.00	0.00	0.00	87.18	80.00	66.67	12.82	20.00	33.33	39	25	27
11	20.00	10.34	0.00	53.33	51.72	72.22	26.67	37.93	27.78	30	29	18
12	3.85	5.56	7.69	61.54	55.56	57.69	34.62	38.89	34.62	26	18	26
All Grades	5.74	5.43	1.89	69.67	63.04	68.87	24.59	31.52	29.25	122	92	106

Conclusions based on this data:

1. Our summative scores are generally stable from year to year however our overall language scores increased more rapidly in the level 2 range; fewer students scored level 4 or 3 than in 22/23 than in 23/24. The scores really range depending on the grade level one is examining.
2. Oral language, written language, and reading domain scores are very stable between 22/23 and 23/24. Listening and speaking and writing domains scores fell with fewer students scoring as "well developed" and more students scoring as "somewhat/moderately." "Beginning" scores were relatively stable. There is a need for our teachers to ensure we are providing supportive environments for students to engage in listening, speaking, and writing tasks that support their English development skills.
3. When you look at cohort data (grade 9 in 21/22, then grade 10 in 22/23, then grade 11 in 23/24), the data does not increase consistently in the "well developed" category, which makes one wonder if the students are losing skills or if they leaving LHS to attend programs like PHS in order to secure their diploma at the State Minimum Requirement.

School and Student Performance Data

California School Dashboard 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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1355	35.9	8.1	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	110	8.1
Foster Youth	4	0.3
Homeless	19	1.4
Socioeconomically Disadvantaged	487	35.9
Students with Disabilities	197	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	1.8
American Indian	10	0.7
Asian	37	2.7
Filipino	33	2.4
Hispanic	497	36.7
Two or More Races	47	3.5
Pacific Islander	9	0.7
White	680	50.2

Conclusions based on this data:

1. Our socioeconomically disadvantaged population continues to climb. In 23/24, we were at above 40% and we are on track to be above 40% ins 24/25 as well.
2. We continue to work with our McKinney Vento coordinator to more effectively identify our homeless students, as we believe that the 1.4% may be a low reflection of our community.
3. Our rate of students with disabilities continues to increase; this is especially the case when one considers those with 504 plans in addition to IEPs.

School and Student Performance Data

Overall Performance








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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Orange		
College/Career  High		

Conclusions based on this data:

1. We are seeing our greatest strength in our ELA and graduation rates. Our graduation rates are (in part) impacted by 5th year students via our special education and EL students population. We continue to work with these groups to help them graduate within 4 years when practical and supportive of their school experience.
2. Our suspension data continues to reflect positively based on our efforts to support restorative practices. We cut our suspensions by over 50% in the 22/23 year and we continue to show an overall decline in our suspension data, however, we have more work to do with regard to suspension rates of our socioeconomically disadvantaged students and students with disabilities. .
3. Our ELA progress continues to be low; we are seeing newcomers arrive into high school; although some come with formal schooling in their native home, many do not. We are also observing a high volume of LTEL students who are not making progress even after many years of schooling and support in our district. Although we maintained our EL Progress, this is an area of need. Similarly, our math scores continue to be below standard. We did see an increase in overall math scores of 23.4 points, which is positive, but there is a need to increase achievement in this area.

School and Student Performance Data

Academic Performance English Language Arts

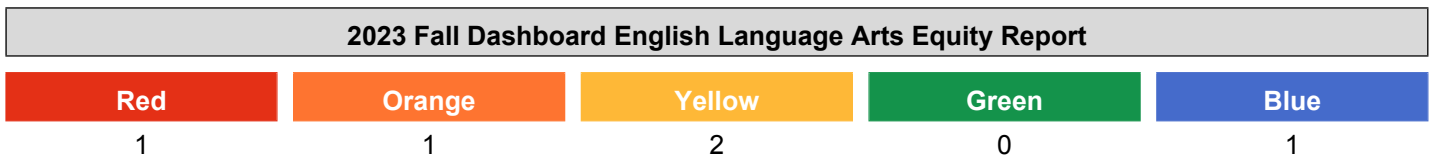
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This section provides number of student groups in each level.



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		
<p style="text-align: center;">All Students</p> <p style="text-align: center;"> Green</p> <p style="text-align: center;">12 points above standard Increased +13.2 points</p> <p style="text-align: center;">278 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;"> Red</p> <p style="text-align: center;">110.3 points below standard Decreased Significantly -28.5 points</p> <p style="text-align: center;">32 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">2 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">8 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Yellow</p> <p style="text-align: center;">27.8 points below standard Increased Significantly +24 points</p> <p style="text-align: center;">108 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">101 points below standard Increased Significantly +35.7 points</p> <p style="text-align: center;">40 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.6 points below standard Increased +6 points 97 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students	 Blue 42.7 points above standard Increased Significantly +29.5 points 145 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
130.7 points below standard Decreased -13.3 points 25 Students	Less than 11 Students 7 Students	30.4 points above standard Increased Significantly +25.2 points 207 Students

Conclusions based on this data:

- Our special populations (particularly low SES and language learners and special education students) are struggling to succeed. We made changes to better support our language learners and some low SES students) with structural changes to our counseling team to specifically monitor and support them.
- We made tremendous change in our ELD support program in the 22-23 year to provide quality support across academic areas and with academic content teachers; we continue to provide this level of support. We have engaged in an ELD training with PCOE to examine the speaking, listening, reading, and writing in classrooms using a every 3 minutes monitoring protocol. We continue to work on vocabulary development training with math, ELA, Social Science, and Science as well as on integrated and designated instruction. It is our hope that we will see the fruits of that work in our upcoming SBAC testing season.
- Our Hispanic, Asian, and Filipino students are performing disproportionately lower than our white, black, and 2+ race students. It is critical that we ensure peer tutoring and other peer supports have representation from these communities to support students, that our curriculum is relevant for these students, and that they see themselves represented in their curriculum to foster engagement. We continue to increase teacher tutor representation to reflect a wider range of academic expertise. We need to continue to find ways for all students to find relevance in their education with their career and/or college goals in order to make school more meaningful through AP, DE, CTE programming as well as college and trade fairs and exposure opportunities.

School and Student Performance Data

Academic Performance Mathematics

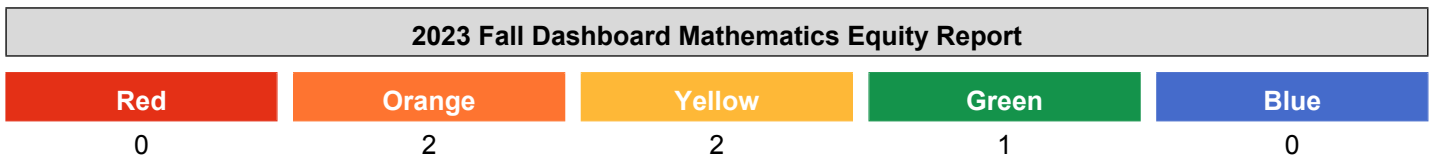
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This section provides number of student groups in each level.



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  Yellow 64.9 points below standard Increased Significantly +23.4 points 275 Students	English Learners  Orange 139.3 points below standard Increased +9.3 points 32 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Yellow 105.2 points below standard Increased Significantly +35 points 107 Students	Students with Disabilities  Orange 160.4 points below standard Increased Significantly +38.2 points 40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 105.5 points below standard Increased +12.9 points 97 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students	 Green 35.1 points below standard Increased Significantly +40.6 points 142 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
163.9 points below standard Increased Significantly +17.9 points 25 Students	Less than 11 Students 7 Students	48.8 points below standard Increased Significantly +32.5 points 204 Students

Conclusions based on this data:

- Math is an area of relatively weakness at LHS. Although we have and lean into our ELD program, AVID, and co-teaching to provide support for all students, we continue to miss the mark with math. All students are falling below where we should expect them to be performing. Every category is performing below standard.
- Math 1 is the highest failed class at LHS. When this happens, it become almost impossible for students to be prepared for this assessment in their junior year because they may still be taking math 1 or may only have gotten to math 2. We introduced a summer bridge program (with credit earning opportunity) and a Math Lab that supports an "every day math" concept for both freshmen and repeating students. For these interventions, we focused on students who are likely to earn low Cs and Ds in order to support their success in Math 1 at a C or better range. Our D & F data for Q1 24/25 recently came out, and so we will be meeting with teachers who have a higher fail rate (16%+) to discuss what is happening and how we might better support students; many of these teachers are math teachers.
- Sub groups that are farthest below standard include ELLs, Hispanic students, Filipino students, low SES students, and students with disabilities. We continue to support these groups with peer tutors, EL tutors, AVID programming, before/after school tutoring, and initiatives. We are also working to better understand the needs of our families through 1:1 interviews with our every day math students, examining engagement of our EL students through the PCOE minute assessment protocol.

School and Student Performance Data

Academic Performance English Learner Progress

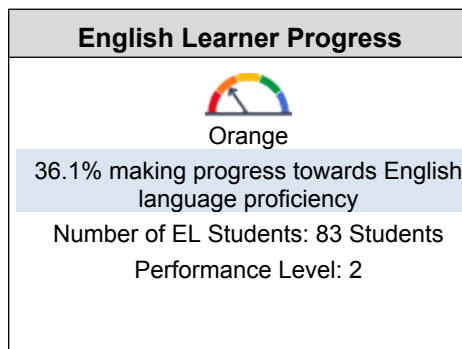
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
18	35	2	28

Conclusions based on this data:

- 78% of our students maintained or grew in their language acquisition. However, 57% of those students maintained their level rather than progressed in their ELPI level. Last year, the relevant percentages were 84% of our students maintained or grew in their language acquisition; however, almost 50% of those 84% maintained rather than demonstrating growth. This suggests that our students are not making progress at the same level as they did in 22/23 as they did in 23/24.
- In 22/23, our EL teachers assessed their own students for the first time; in 23/24 we increased our efforts to motivate students on ELPAC testing by testing in smaller groups over a longer window of time and offering positive engagement rewards.
- Last year we were unable to draw conclusions on our ELD data, so this data provides us with a baseline assessment to grow from. It feels frustrating to see our achievement scores continue to decline, although our volume of students is increasing, and more students are coming in as newcomers from difficult backgrounds, which may be contributing

to the challenge. The ELD team continues to strive for success with our ELD students and as a team they continue to work on systems to support ELD students as well as to support our staff who work with ELD students.

School and Student Performance Data

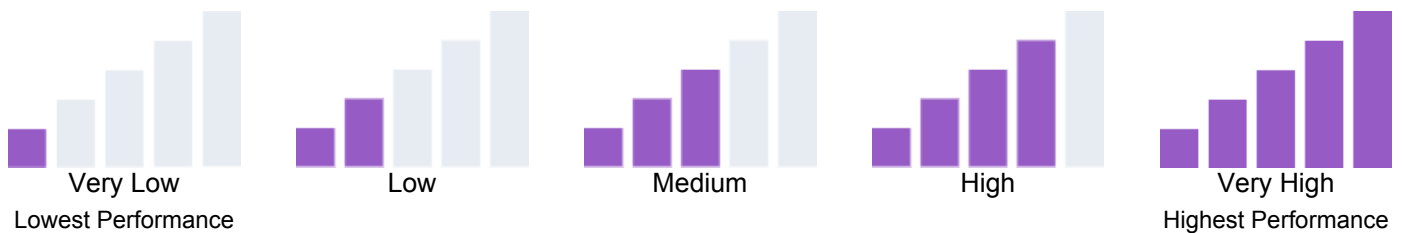
Academic Performance College/Career Report

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.

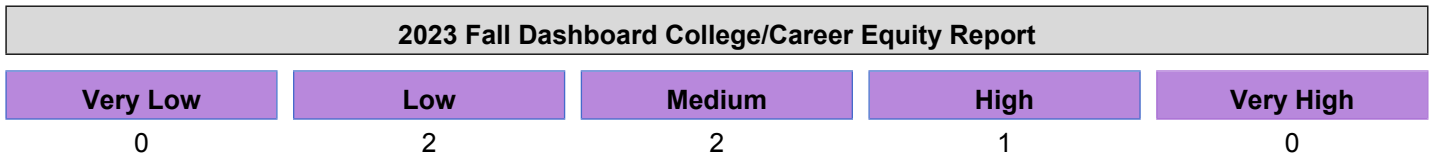
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

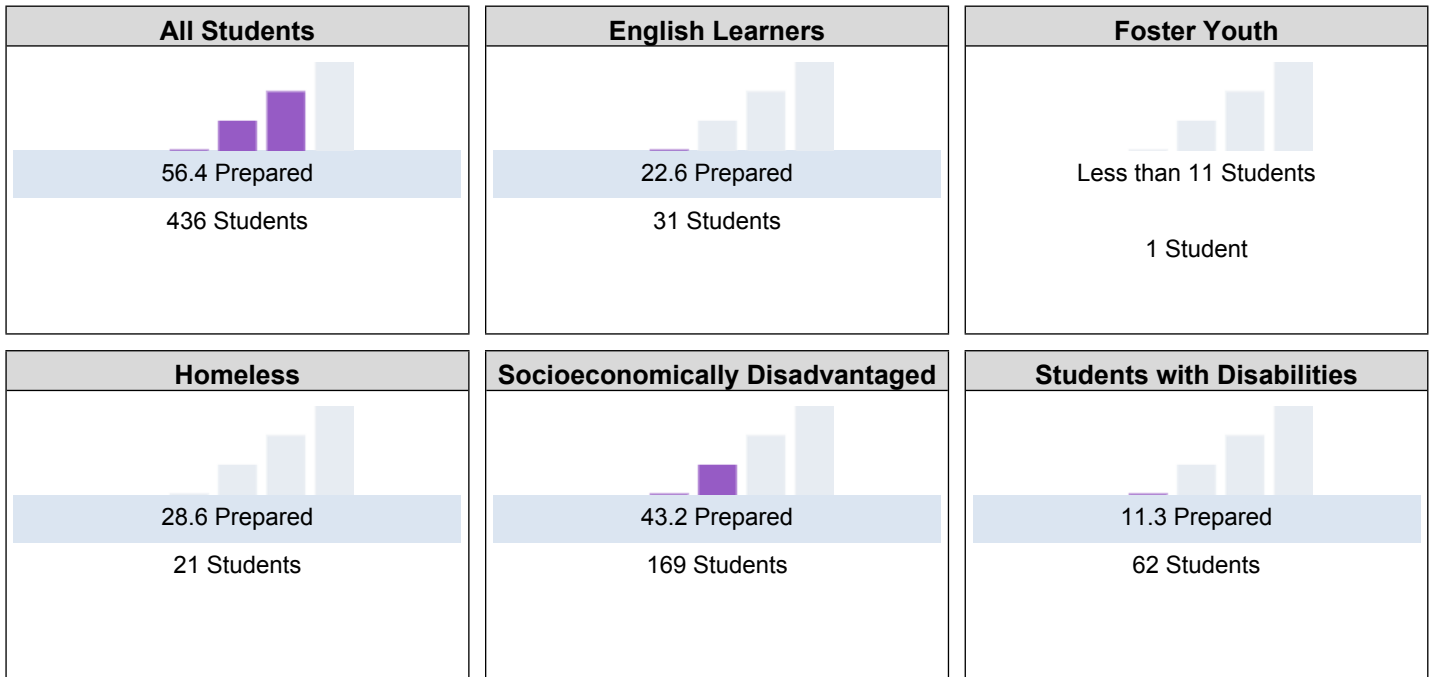


This section provides number of student groups in each level.

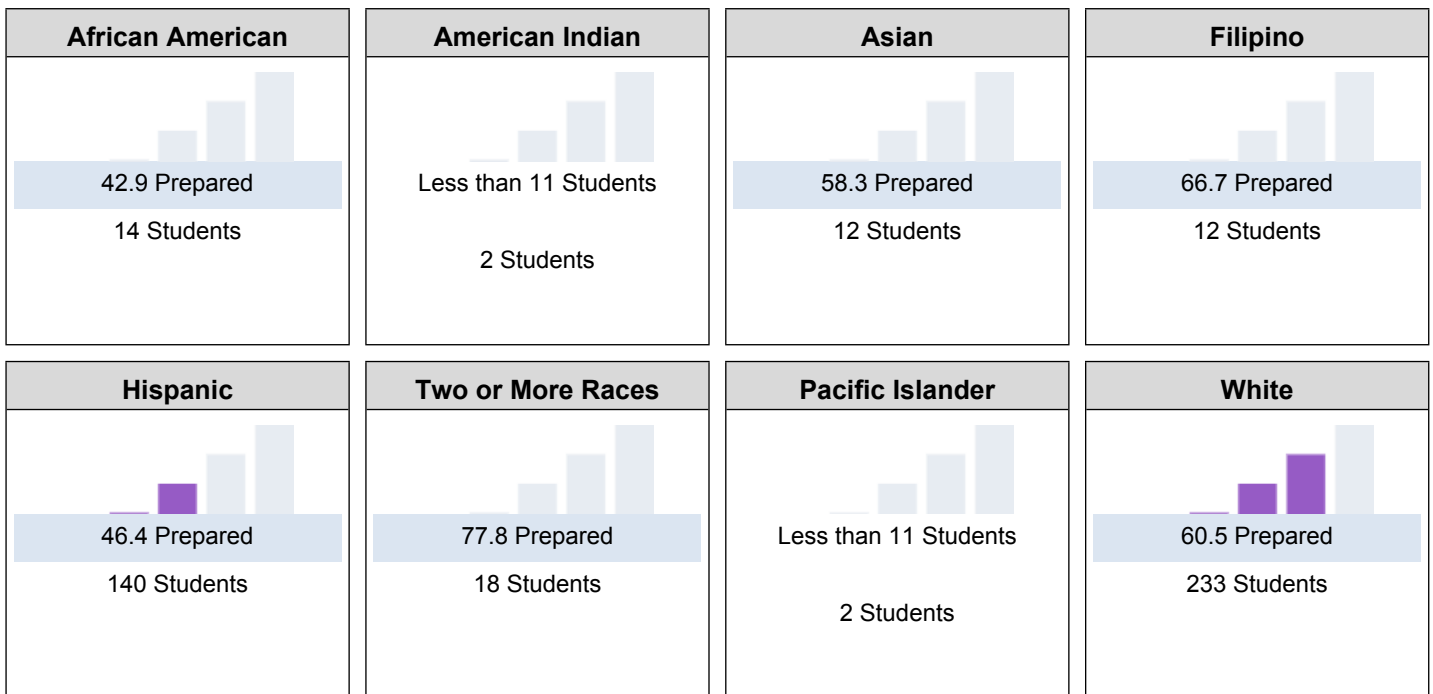


Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. This baseline data supports our ability to grow our programs to meet students needs. We hired a College & Career Technician 2 years ago who has worked tirelessly to support college and career awareness by hosting fairs, visits, and field trips.
2. Our SpEd Team continues to focus on effective transition planning for our students with disabilities. Our IEP paperwork reflects a renewed emphasis on transition planning starting in grade 9, and we have begun hosting field trips explicitly designed for our SWD population to our local community college that includes visits to the student support office for information about transferability of accommodations at the collegiate level.

3. As a team, we continue to lean into data from EOS as well as AP scores and CTE completer scores to assess our students preparation for college and career readiness. We continue to create AP and DE options and policies that meet the needs/interests of our students, and to open new CTE programs aligned with career opportunities.

School and Student Performance Data

Academic Engagement Graduation Rate

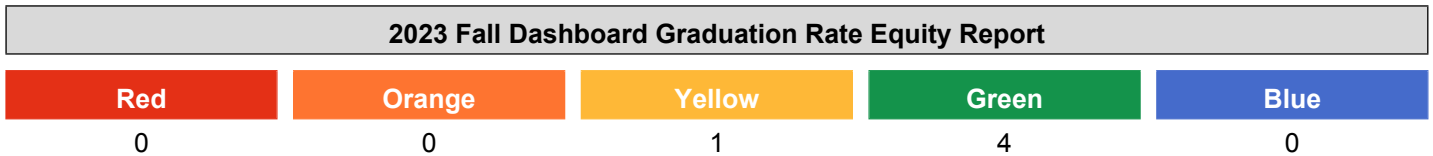
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This section provides number of student groups in each level.



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  Green 93.9% graduated Maintained 0.1 440 Students	English Learners  Green 87.9% graduated Increased Significantly 9.1 33 Students	Foster Youth Less than 11 Students 1 Student
Homeless 86.4% graduated Increased 4 22 Students	Socioeconomically Disadvantaged  Green 91.3% graduated Maintained 0.8 172 Students	Students with Disabilities  Green 84.6% graduated Increased Significantly 6.5 65 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
100% graduated 14 Students	Less than 11 Students 2 Students	100% graduated Maintained 0 12 Students	100% graduated Increased Significantly 6.3 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 91.6% graduated Maintained 0.6 143 Students	94.4% graduated 18 Students	Less than 11 Students 2 Students	 Yellow 94.4% graduated Decreased -1.3 234 Students

Conclusions based on this data:

- Our graduation rate is stable for all communities of learners with the exception of white students, where we saw a slight decrease in 23/24. We are proud of the increase in graduation rates for our students with disabilities and our ELD students.

Our overall graduation rate is 93.9% per the 23/24 data. Our goal has been to reclaim our pre-COVID graduation rate, which was 94% - we are so close and that is a statistic to be proud of given the upheaval in our school both student, staff, and fiscally with the opening of our sister high school.
- We continue to focus on ways we can better support our students with disabilities and our ELD students who historically have a lower graduation rate. These subgroups have the opportunity to take a 5th year for graduation. Many students who take on a 5th year graduate mid-year or are enrolled in other programs through Phoenix HS or PCOE that support them with their graduation goals. When students are not on track to graduate, our priority is focused on helping set up a plan for success for the 5th year. We continue to work internally and with PHS and PCOE to offer age 18+ graduation programs, zero period credit recovery, and in school credit recovery, in addition to summer programming.
- We do offer opportunities that support graduation through our co-taught classes, our ELD support classes, curriculum support, and AVID to engage students in achieving their graduation goals. We should continue to harness these classes and the our college/career technician in supporting students to establish goals post-graduation that provides motivation and encouragement with crossing the stage on time.

School and Student Performance Data

Conditions & Climate Suspension Rate

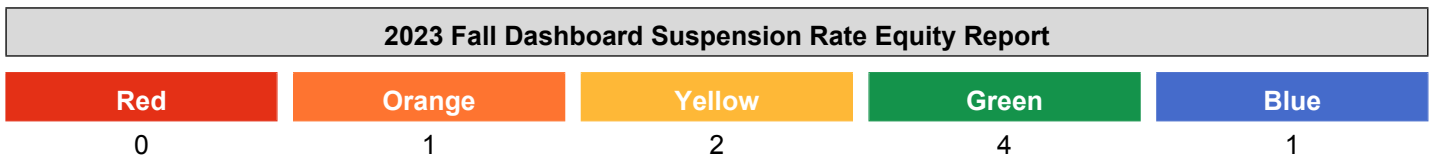
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This section provides number of student groups in each level.



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													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.1% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.3 1429 Students</td> </tr> </tbody> </table>	All Students	 Green	4.1% suspended at least one day	Declined Significantly -2.3 1429 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.6% suspended at least one day</td> </tr> <tr> <td>Declined -6.6 124 Students</td> </tr> </tbody> </table>	English Learners	 Green	5.6% suspended at least one day	Declined -6.6 124 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students	
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -7 25 Students</p>	<p>Less than 11 Students 10 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 38 Students</p>	<p> Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.6 35 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>5.4% suspended at least one day</p> <p>Declined Significantly -2.2 536 Students</p>	<p> Green</p> <p>5.8% suspended at least one day</p> <p>Declined -1.8 69 Students</p>	<p>Less than 11 Students 9 Students</p>	<p> Green</p> <p>3.4% suspended at least one day</p> <p>Declined Significantly -2.3 707 Students</p>

Conclusions based on this data:

1. We have continued to work to drastically reduce our suspension rate starting in the 22/23 school year by working to adjust our practices to a more restorative approach. We anticipated that these rankings will adjust positively when we assess 23/24 data and they have. Our administrative team continues to look at our policies, practices, and protocols to support our students from a restorative space that changes behavior rather than from a punitive space that takes students out of the classroom.
2. It is concerning that our students of color and subgroups are suspended at higher rates than the overall data, and that our Hispanic and 2+ race students are suspended at a higher rate than their white peers (between 2-2.4% more often). We continue to consider and train around our practices of relationship building and limiting policies that may target specific students based on their race or ethnicity.
3. Our subgroups (EL, low SES, and students with disabilities) are suspended at higher rates (1-6% more often). One might wonder if some of this is about clarity of expectations, particularly for students who may have a different primary language and/or who enroll mid-year because of their housing situation. This is an area for our team to further explore. In 23-24, our district introduced a new discipline matrix that has supported more equity in suspension/discipline, and provides more evidenced based approaches to discipline.

We also are considering non-suspension data like detention and how we can create systems that change behavior rather than just penalize students. We are incorporating tutoring, service learning, reflection, and community service into our restorative practices at a higher rate, particularly for students who are in our subgroups who may be targeted at a higher rate. Whenever possible (and it's not always possible, we are focused on discipline geared at changing behavior more than on punitive approaches for the sake of removing them from the site.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career Readiness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lincoln High school aims to reclaim ground on our graduation rate and to return to our pre-COVID rate of 94% graduation. In 23/24, our graduation rate was 93.9%. We aim to retain our level of preparation for college/career. The c/c metrics have shifted, and so we aim to grow our metrics across the board going forward.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
graduation rate	2018: 94% 2019: 93% 2020: 98% 2021: 91.5% 2022: 93.8% 2023: 93.9%	2025: 94.4%
college/career readiness	2019: 52.4% prepared; 18.9% approaching prepared; 28.7% not prepared 2020: 56.8% prepared; 29.1% approaching prepared; 14.1% not prepared 2021: 58% A-G compliant; 9.9% AP course enrollment; 13.2% earned Seal of Biliteracy; 27.7% CTE completer (87.7% A-G & CTE total) 2022: 427 graduates; 61.1% A-G; 307 students took AP, 11.5% earned Seal of Biliteracy, 34% CTE completers (90.3% A-G & CTE Total) 2023 (class of 2024):	2023: we saw increases in all areas (with a small dip in A-G), but overall 90.3% graduated college or career ready. 2024: want to increase A-G completion; increase AP success rates, and maintain Seal and CTE completion rates

	<p>~ 261 graduates ~ 56.3% A-G completers (decline of 5%) ~ 17.2% students earned Seal of Biliteracy (increase of over 5%) ~ 626 AP tests were administered (12 fewer than previous year, but that is given a 200+ student decrease in upperclass enrollment); 348 students took 1+ AP test and 148 of the students were LSES ~34% of graduates were CTE completers; 89 total students from LHS were pathway completers (completing 109 pathways) ~90.3% of LHS Class of 2023 graduated with A-G distinction and/or as CTE Completers</p>	
D & F rate	<p>Q1 2019: 11.6% of all grades were D or F Q1 2020: 26.4% of all grades were D or F Q1 2021: 19.2% of all grades were D or F Q1 2022: 15.39% of all grades were D or F Q1 2023: 15.51% of all grades were D or F Q1 2024: 14.53% of all grades were D or F</p> <p>S1 2021: 20.31% of all grades were D or F (5.31% above goal) S1 2022: 16.42% of all grades were D or F (missed goal by 1.42%) S2 2023: 18.81% of all grades were D or F (missed goal by 5.51%) S1 2023: 16.16% D or F S2 2024: 19.13% D or F</p>	<p>Our D&F rates rose in 23/24; however, our rate in Q1 of 2024 is promising and lower than it has ever been. We continue to chase our pre-COVID D & F rate.</p> <p>We continue to see that students struggle more in their freshmen and sophomore years than in their junior and senior years, although the class of 2028 (current freshmen) had a stronger A/B/C rate by over 6 percent compared to the class of 2027.</p>
ELL/EPLAC Scores	<p>2022 data: 29.03% at beginning level/level 1; 27.96% at level 2; 31.18% at level 3; 11.83% at level 4</p>	<p>these numbers are constantly shifting because of new enrollments, particularly of newcomer students; our priority is seeing our students grow from their baseline level and not get stuck in a long term EL situation; we aim to increase our students testing at levels 2, 3, and 4 by .5% each year. The aim is for them to slide up a level reflecting their growth in language skill development.</p>
EOS Survey data	<p>we continue to see increases in our students of color in our AP classes; after 22-23 year, we were recognized by AP with a bronze status for equity and accessibility; in 23-24, we were recognized with silver status.</p> <p>our 2024 AP data has not yet been analyzed by EOS.</p>	<p>~continue to retain or grow % of students enrolled in AP ~continue to increase DE offerings at Sierra and Sac State; we are on track to offer 1 new language option at Sac State (Spanish) and 3 new DE options through Sierra in 23/24; we also adjusted our AP course offering to</p>

	<p>In 23/24, we offered a new DE enrollment option for French through Sac State in a new model and created new procedures to support DE enrollment through credit earning flexibility and course replacement options</p>	<p>reflect our more diverse community (offering AP World instead of AP Euro) ~sufficiently support those in AP courses to take/pass AP exam; ~identify students who may not enroll and encourage/support enrollment</p>
<p>AP Test pass rate</p>	<p>Spring 2024: 626 tests given; 33.9% pass rate Spring 2023: 638 tests given; 31.6% pass rate Spring 2022: 530 tests given; 34.8% pass rate Spring 2021 (Covid): 492 tests given; 36.9% pass rate Spring 2020 (Covid): 380 tests given (at home; modified tests); 45.3% pass rate Spring 2019: 394 tests given; 39.6% pass rate Spring 2018: 340 tests given; 37.9% pass rate</p> <p>Spring 2024 Assessment Data: ~ 348 students took 1+ AP test in 23-24; 148 were LSES ~ 626 tests registered for 23-24; students are taking an average of 1.79 AP tests each (great given the reduction in our enrollment!)</p> <p>AP Recognition: ~ in 22/23, LHS was honored with two AP acknowledgments, an AP Access Award for our work to enroll more low-income and underrepresented students to take AP courses and that AP School Honor Roll/Bronze Level for our overall increase in AP enrollment and assessment. We also continue on our path to becoming an AP Capstone Program, offering the AP Research Course in 22/23. ~ in 23/24, we were honored with the Silver Level Honor Roll for 23/24 year and will give our first capstone diplomas to the class of 2024</p>	<p>focus on students taking their assessment and passing at a higher rate. Aiming for 35% passage rate with an increase of 2% annually</p>
<p>Development of Freshman Experience, MTSS team and Wellness Center</p>	<p>~Wellness Center opened in January 2022 ~MTSS team meets regarding wellness weekly, a site MTSS team meets monthly to assess data related to student attendance, behavior, and academics ~a new MTSS PLC was formed focused on freshmen in Fall 2022 and is targeting at risk-freshmen with high numbers of Ds and Fs</p>	<p>will examine grades and attendance specifically for grade 9 and 10 will examine use of Wellness Center will funnel examination of programs through MTSS committee</p>

	~development of an MTSS PLCs focused on sophomores, juniors, and seniors in the 23/24 and 24/25 years	
Attendance Data	2024-25: 96% (as of 10/27/24) 2023-24: 95% attendance for the year 2022-23: 92.78% attendance for the year 2021-22: 91.25% attendance for the year	we achieved our goal from 23/24. For 24/25, our goal is to sustain 96% attendance and to more effectively use SAM and SARB and proactive approaches to support increased attendance.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Continue to offer AVID programming in grades 9, 10, 11 and 12. The AVID elective (5 sections offered plus one planning period for AVID coordinator</p> <p>119 total students served (a reduction in 64 students); 10.1% of total students are enrolled in AVID elective) is designed in order to provide scaffolded support with college and career exploration, providing academic supports for students as they navigate high school and begin to prepare for college and career entrance, and with the college and career application process. In addition, we offer AVID tutoring - an opportunity for our AVID students to provide peer support, build job/resume experience, and for our students receiving AVID tutoring support to get supports through the best practices of AVID strategies.</p>	Students who are first generation to attend college; students who have been identified as well suited for AVID program.	<p>500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials to host AVID parent nights; white boards, printing, and other classroom materials needed to facilitate AVID best practice instruction 2000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures field trip expenses for visit to UC Davis and CSU Sacramento and other local colleges in our region 600 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries cost to cover substitute teaching staff required for field trip supervision and for AVID visits 750 LCFF-Supplemental (Site Fund) 0000: Unrestricted Attendance at AVID Summer 2024 Institute (registration, travel and other expenses) 16600 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Hiring 15 AVID tutors. The teacher coordinator works with counselors and tutors to</p>

			assign the tutor to work during their unscheduled periods based on AVID class needs. paid tutors work between 5-25 hours a month, 30 weeks in a year (so about 110 hours annually) at \$17/hour
1.2	Take students on college visits. 5 day trip to visit 10 universities in northern California, OR and WA	All Student (focus on junior and senior classes, primarily); students would need to be on track for A-G course completion to participate.	2000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures bussing costs for 1 district bus; students will contribute towards bus; scholarships offered for students with need 1000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries cost to cover substitute teaching staff required for field trip supervision 2000 LCFF-Supplemental (Site Fund) 0000: Unrestricted scholarships for students to attend college visits
1.3	We plan to set up experiences for students taking the AP tests, particularly those taking the test for the first time. Workshops would be held focusing on learning strategies and test taking strategies. The workshops would be held after school and/or on weekends. Workshops would be about 3 hours long and would be offered about 2x/month beginning in January.	AP students taking AP exams in the spring (sophomores, juniors, seniors)	100 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies supplies for workshop 1000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries approximately 24 hours of teacher time to host and prep for workshops (24 hours x \$40/hour) 2000 LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies cover expenses of AP test for students with a financial need; this will allow up to between 50-100 students to access AP tests at reduced/no cost; note that our LCAP and Title IV funds are also supporting to supplement costs for our low SES

			students as of Spring 202 4 for 2024/25testing season
1.4	We hire students who are proficient in English and a second language (focus on Spanish, Japanese, Tagalog, Mandarin, Ukrainian) based on our newcomer population with an ELPAC score of 1 or 2). These tutors push into academic classes of newcomers to help them navigate instruction, directions and assignments that are provided in English by their teachers. We also offer after school tutoring for EL students, but that is captured separately. We also hired younger tutors (sophomores) as volunteers who then are first in line for paid roles in their Junior and Senior years.	ELD Supports for Newcomer English Language Learners during their school day	<p>17500 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Hiring 22+ bilingual student tutors to cover additional classes; 12 will be paid; 10+ will work as volunteers or for class credit. The teacher coordinator works with counselors and tutors to assign the tutor to work during their unscheduled periods based on EL student classes/language needs. 12 paid tutors work between 5-25 hours a month, 30 weeks in a year (so about 110 hours annually) at a rate of \$17/hour.</p> <p>We continue to reduce costs in this category by offering credit for tutoring and volunteer hours for tutoring.</p>
1.5	Our LHS peer tutoring program provides drop in tutoring before and after school (7:15-8:15 am M-F; 2 hours after school on T-Th). Tutoring is available in all subjects, and in multiple languages. We offer tutoring in person or online via Google Meet. Our program provides support for LHS students, and other schools (TBMS, GEMS, TBHS) also have access to our tutors (they help to pay the costs for the time they use). Our tutoring program provides traditional tutoring and homework help, and also provides test retakes and test prep with guidance on parameters from the teacher. We aspire to grow our tutoring program to include push in support during intervention classes.	Open to all students after school; students in AVID, EL students, and students who are struggling academically are encouraged to attend through teacher referral or as a part of a test retake policy.	<p>5200 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries student peer tutoring pay (124 days of tutoring x 3 hours/day x 4 tutors x \$16.50/hour)</p> <p>We continue to reduce costs in this category by offering credit for tutoring and volunteer hours for tutoring and by working with the district LCAP, which is supplementing our tutoring expenses.</p> <p>We did secure \$9000 in District LCAP funds through a grant to offset staff and student peer tutoring costs</p> <p>8000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries certificated staff tutoring supervision pay (124 days of tutoring x 3 hours/day x \$46/hour)</p>

			<p>We did secure \$9000 in District LCAP funds through a grant to offset staff and student peer tutoring costs</p> <p>1200 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials for tutoring program as well as pins for tutors</p>
1.6	<p>Our district supports our school and this goal through a variety of initiatives supported at the district level:</p> <p>~The establishment of a WPUUSD Student Senate and LHS Zebra Congress for the purpose of engaging with students meaningfully to get their voice and choice into the room when we make decisions about our school, priorities, policies, and procedures.</p> <p>~College & Career technician (supporting all students): this classified position will provide support to our counselors and via our College & Career Director position to support students and families with direct support around preparation for college and career; this new hire will provide supports like FAFSA and application workshops, will coordinate college and career fairs, and will help to keep our site college and career student portal up to date.</p> <p>~Creation of a Zebra Link Crew course geared at supporting underclass students and creating lunch activities; cost absorbed through FTE allocation of section</p> <p>~Class meetings and 1:1 student meetings (supporting all students): our counselors meet with each grade level at least once annually by pushing into classes; they meet with every student 1:1 in the winter in order to help them plan for the upcoming school year and reflect on their 4 year plan. Our counselors also meet with our seniors throughout the year in whole group and 1:1 meetings to talk about planning for their future. Our counselors meet 1:1 with every senior in Quarter 1 and provide them with a personalized plan forward based on their stated interests and goals; they are available to meet 1:1 to review college essays, write letters of recommendation, and more throughout the fall and winter; in the spring, our counselors meet with seniors students 1:1 and in groups to discuss scholarship opportunities</p> <p>~EOS program (supporting students with access to AP and honors A-G course as well as capstone CTE courses): this initiative allows us to survey every student to collect data on student goals and plans; it allows us to match every student up with a trusted adult, and gives us data that allows us to encourage students to pursue high level coursework (A-G, AP, honors, CTE capstones) that</p>	All/specific groups (noted below)	<p>None Specified None Specified The district promotes these programs and services through their staffing priorities, LCFF funds and grant funding.</p> <p>1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies graduation emblems (patches, stoles, pins) 1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials and incentives to support PBIS and testing initiatives</p>

	<p>set them up for success with college and career skills and preparation; this initiative also supports equity and diversity training among our staff.</p> <p>~CTE programs and pathways & AP/A-G/honors/dual enrollment course offerings (supports all students): our district supports the development of these courses, and supports our site financially through stipends and training that keep our staff on the edge of innovation in education</p> <p>~Honor students who graduate with special distinctions emblems of their distinction (patches, stoles, pins) that they wear at graduation; examples might include seal of biliteracy, A-G completion, CTE completer, honor by department)</p>		
1.7	<ul style="list-style-type: none"> • hosting team building activities (one per term) designed to bring freshmen together and potentially to engage in meaningful peer support with upper class students. • training, PD, and meetings for our FIT (Freshmen Intervention Team) to support freshmen students 	<p>Development of a "Freshman Experience" that focuses on how we support freshmen through smaller class sizes, soft skill development and careful monitoring and support. This group will be actively monitored by a freshmen success leadership team and our MTSS team.</p>	<p>1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials to support team building activities 5000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies planners for all frosh, ELD, AVID, and SPED students; materials for everyday math programming</p>
1.8	<p>Providing targeted support for students to participate in college and career outreach like college and career visits; this funding source will cover between 50%-100% of costs for these field trips; which can cost hundreds of dollars for overnight excursions.</p>	<p>Supporting specific sub populations (ELD, Low SES, McKinney Vento, and Foster) with scholarships to participate in activities and college & career outreach opportunities.</p>	<p>9707 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies scholarships for costs to participate in college and career outings</p>
1.9	<p>LHS has access to Prop 28 funds which are designed to support new and innovative arts programs. Through these funds, LHS has chosen to launch a new Color Guard program to complement our band, and a new Art through Movement Course taught by an LHS faculty, but featuring community experts as daily instructors. The Prop 28 funds require that 80% of the funding be used towards personnel costs, and up to 20% on materials costs.</p>	<p>Supporting students engaged in our Visual and Performing Arts programs, specifically music/band, and movement based art.</p>	<p>30000 Prop 28 5000-5999: Services And Other Operating Expenditures outside contractor to support musical theater, band, dance, choir, and arts programs</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 24/25, we have gathered a team of teacher and staff leaders who are driving the work of our SPSA to work on our budgets, plans, and to collect data that informs our decision making and spending. There is concern about the decrease in AVID enrollment in particular, and discussions about how to increase our outreach to get the right students into the program to support their college & career readiness. In addition, there are large sums being spent on tutoring, and the site administration has asked the tutoring team (academic, AVID, and EL) to provide evidence of increased achievement.

We do know that students are taking advantage of college and career field trips, and are using our reduced pricing (for LSES students) to access college, career, and culture oriented activities at a high rate based on the volume of dollars spent.

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

We anticipate becoming a Title 1 School through the 24/25 form collection process, and we will be attempting to tap into district LCAP and other dollars to supplement our programming because we did qualify for Title 1 in November 2023, and will in 24/25 without an increase in budget to reflect needs.

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

The most critical need is the demand for data that reflects the effectiveness of dollars spent, particularly for programs that were created pre-COVID (i.e. tutoring). We know that these programs bring value, but we need to see that value reflected in spaces where the data struggles (i.e. math scores, SBAC scores, AP scores) so that our overall health as a school increases.

We are holding stable or making growth in many areas, which is positive given the turmoil the campus has experienced related to staffing, enrollment, and budgets in the past 4 years. Our discretionary funds tend to support district initiatives, and our supplemental funds largely support site based concerns related to our sub populations (SpEd, ELD, LSES, McK V, etc... and underrepresented populations to support their achievement at the same level as their white/middle class peers.

We continue to fund field trips and experiences for students because we know that is lacking for some of our students and exposure opens up windows and doors to the future.

The admin team has established a 3 year plan to work on these goals. The priorities of our site team are embedded in this report and accessible here: <https://docs.google.com/document/d/18h14q5W8JFQh-GvqQ3kpWewPsv7vtG7OTZlt3vJVjKg/edit?usp=sharing> There is a strong focus on Culture (goal 2), Attendance (goal 1 and 2), data driven conversations (goal 1), training (goal 1 and 2), and PLC functionality (goal 1).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School & Community Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EOS data	<p>as of 10/28/24, 71.5% of gr. 9-12 students have taken the EOS survey; data is still being tabulated</p> <p>we had 140 students in gr. 9-11 students on the 23-24 outreach list for AP, DE, CTE courses</p> <p>159 students indicated that they do not have a trusted adult on campus</p> <p>1311 records were taken regarding trusted adults on campus; 85 different staff and faculty were identified as at least one student's trusted adult some were duplicates; the data is not complete enough to pull number of students who have at least 1 trusted adult</p>	<p>Given the impact of COVID, ensure opportunities for engagement and involvement in order to maintain these percentages.</p> <p>Continue purposeful outreach to build relationships, to honor safety in the classrooms, and to focus on learning over teaching</p>
Youth Truth Survey (Spring 2024)	39% of LHS students reported that they were engaged with school	LHS has established a Zebra Congress to explore these areas of need more and to engage students

	<p>23% of LHS students feel supported and like they receive personal attention from their teachers</p> <p>17% of students believe that our school fosters a culture of respect and fairness</p> <p>40% of students report feeling welcome at school and feel like they have collaborative relationships with peers</p> <p>28% of students feel that discipline is fair</p>	<p>with voice and choice, knowledge, and a call to action in order to support data from 22/23 master plan needs, 23/24 Youth Truth needs and district identified priorities. The Congress will meet monthly and the WPUSD Senate meets 5x year</p> <p>A student leadership team has been established to support the Zebra Congress and 2 students provide student voice to the Portrait of a Learner Guiding Coalition</p>
SSC participation	<p>participation is low; typically only 1 parent attends</p> <p>ELAC participation is stronger; typically 10-20 parents attend</p>	want to triple parent participation in SSC by end of 24/25

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Focus on School Culture - We are Lincoln!	All students	<p>5000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies class activities, student recognition, spirit items, incentives for PBIS 1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Incentives for SBLT, ELAC and other engagement meetings/activities for parents and students - to encourage participation and attendance</p>
2.2	<p>Annual LHS Science Expo - this is our annual science fair hosted by our Science Expo club and CTE Education program, and all science classrooms</p> <p>Activities are put together as part of project based learning in science classrooms and are NGSS focused in that they are phenomenon based. Over 200 LHS students participate in the development and implementation of this fair, we host all of the 3rd graders in the district for a field trip to experience the Expo, and we open the Expo for a second opening that is exclusively for the community to come and participate/learn/explore.</p>	Students in Science classes primarily; potential to involve all students, families and all WPUSD 3rd graders	<p>1629 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries substitutes to cover teachers who are supervising the Science Expo program and supplemental programs leading up to expo (i.e. field trip to exploratorium)</p>

2.3	Support engagement by offsetting cost for activities for special populations; this will provide reduced pricing for dances, ASB cards, Sober Grad Night, yearbooks, and other cost-intensive activities.	ELD, Low Socio-Economics, McKinney Vento, and Foster Youth	13500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies offsetting costs for school activities (like dances, ASB, sober grade, yearbooks)
2.4	In a typical school year, it would be an important priority to provide collaborative time for our staff to work on professional development, collaborative meetings, and project oriented work. This year, we are supporting a combination of collaboration time and compensation to support after work hour efforts.	All students	15000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries This figure is based on every staff member (60 certificated/classified staff) taking 2 days of professional development at some point in the year). It's been communicated to all staff that these funds are available and that the criteria are pre-approval, a clear outcome/agenda for the time, and that it benefits the PLC or classroom work of the teacher. This is an area we overspent last year, however, our SPSA funds continue to fall due to changing enrollment; This budget area is a space where we will seek support from our LCAP or other funding sources to meet the needs; in particular, the district also has a source of swept LCAP funds that we may draw from via internal grant requests to fill gaps to support teacher growth and development.
2.5	Our district is providing additional opportunities for our site to engage our families and students in our campus community.	All students	None Specified None Specified Intervention Block - provided every week for every period for 30 minutes; to support connections, academic support, and social/emotional connection None Specified None Specified BASE Education curriculum - a social emotional development curriculum offered to all LHS students and used as an intervention tool

			<p>Associated Student Body (ASB) None Specified Clubs, Athletics, Arts, Activities, Rallys and School Wide Events - these types of activities are the heart beat of our campus and help students find connection with their peers and their interests. We support these initiatives through ASB accounts.</p> <p>None Specified None Specified We encourage families to engage in our site leadership through our School Site Council, our English Language Advisory Council, our Boosters Clubs, district committees (facilities use planning and DELAC), and volunteer opportunities</p> <p>None Specified None Specified We support wellness initiatives and family outreach through:</p> <ul style="list-style-type: none"> • Wellness Center (partnership with WPUSD and PCOE) which includes a therapist and community liaison to support families • Substance Abuse support through wellness and SRO program • Base Modules • EOS • RENEW (with PCOE) • Boys & Girls Club • TUPE • Granite Wellness • Every 15 Minutes • One Pill Can Kill • Screenagers screenings <p>None Specified None Specified Working to build robust MTSS systems; wellness oriented</p>
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			<p>system is in place; establishing grade level PLCs and academic MTSS structures and introducing PBIS structures</p> <p>3000</p> <p>LCFF-Supplemental (Site Fund)</p> <p>4000-4999: Books And Supplies</p> <p>materials used to support end of year celebrations for seniors, A-G, Seal of Biliteracy, AP, CTE completers, etc...</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have collected relevant data and are working to systemically address the social, social emotional, and academic needs of our community through support of existing initiatives (i.e. arts, athletics, activities, academics, science expo) and establishing new systems of support (MTSS, SSC, ELAC, wellness). Working to establish connection between Professional Development and change in teacher behavior that positively influences student outcomes.

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

There are no major differences other than we continue to seek support from grants, LCAP, and outside groups that can provide support and little/no cost. We are working to use structures we have in place (FTE, intervention, etc....) to honor our priorities.

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 admin team has established a 3 year plan to work on these goals. The priorities of our site team are embedded in this report and accessible here: <https://docs.google.com/document/d/18hl4q5W8JFQh-GvqQ3kpWewPsv7vtG7OTZlt3vJVjKg/edit?usp=sharing> There is a strong focus on Culture (goal 2), Attendance (goal 1 and 2), data driven conversations (goal 1), training (goal 1 and 2), and PLC functionality (goal 1).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$141,157.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$147,286.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF-Supplemental (District Fund)	\$2,000.00
LCFF-Supplemental (Site Fund)	\$115,286.00
Prop 28	\$30,000.00

Subtotal of state or local funds included for this school: \$147,286.00

Total of federal, state, and/or local funds for this school: \$147,286.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	115,286	0.00
Prop 28	328,301	298,301.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (District Fund)	2,000.00
LCFF-Supplemental (Site Fund)	115,286.00
Prop 28	30,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,750.00
1000-1999: Certificated Personnel Salaries	43,829.00
2000-2999: Classified Personnel Salaries	22,700.00
4000-4999: Books And Supplies	44,007.00
5000-5999: Services And Other Operating Expenditures	34,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF-Supplemental (District Fund)	2,000.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	2,750.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	43,829.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	22,700.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	42,007.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	4,000.00

5000-5999: Services And Other
Operating Expenditures

Prop 28

30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,157.00
Goal 2	39,129.00

School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/24.

Attested:

Principal, Jennifer Hladun on

SSC Chairperson, Jenny Hancock on

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

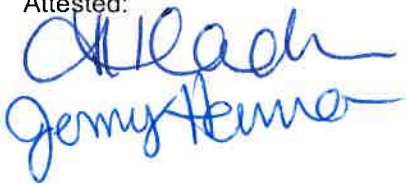
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/24.

Attested:



Principal, Jennifer Hladun on	11/4/2024
SSC Chairperson, Jenny Hancock on	11/6/24