



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln High School	39685693933801	October 13, 2025	October 22, 2025

Purpose and Description

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

Schoolwide Program
Non-Title I School

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

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

Goal 1: Increase the academic achievement and post-secondary readiness of EL students by improving access to grade-level curriculum, targeted interventions, and transition supports. This goal aligns with LCAP goal 2: Accelerate student learning with high expectations for all to increase student achievement in all student groups. The strategies outlined in this goal are designed to provide targeted academic and language support for students, while also equipping teachers with the tools and resources needed to foster engagement and equitable learning opportunities that will help increase achievement for our English Learners.

Goal 2: LHS will strengthen academic support, social-emotional advisement, and college and career readiness opportunities to improve student success and post-secondary outcomes. This goal aligns with LCAP goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child. The actions for this goal identify the interventions (behavioral, academic and social emotional) implemented to support student achievement. This also includes College & Career advisement opportunities.

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

Goal 4: Goal 4: Lincoln High School will review, analyze, and refine policies, practices, systems, and social opportunities to ensure they effectively support and reflect the needs of our diverse student population. This goal aligns with LCAP goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child. The strategies and activities for this goal are focused on building

partnerships with families, building strong parent groups, and using student groups to help improve school practices, policies and systems.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Youth Truth Data: % Positives (Students)

Engagement: 52

Academic Challenge: 48

Culture: 21

Belonging & Peer Collaboration: 42

Relationships: 31

College & Career Readiness: 36

Youth Truth Data % Positives (Families)

Engagement: 49

Relationships: 67

Culture: 63

Communication & Feedback: 56

Resources: 70

School Safety: 46

Youth Truth Data % Positives (Staff)

Engagement: 67

Relationships: 63

Culture: 44

Professional Development & Support: 38

School Safety: 57

Classroom Observations

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

The goal is to complete weekly classroom walk-throughs and four formal observations per teacher each year. While this was not completed consistently last year, the number of observations and walk-throughs has improved significantly last year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

According to available CAASPP results, overall student achievement in ELA and math increased from the previous year. Proficiency rates were higher across student groups in 11th grade ELA than in mathematics, both at Lincoln High School and statewide. While significant achievement gaps persist, particularly among economically disadvantaged students, English learners, African American students, and Hispanic students—there were increases in achievement among Hispanic, African American, and students with disabilities. LHS remains focused on increasing academic achievement for all students in math and ELA assessments. There will be a particular emphasis on improving outcomes for English learners and students with disabilities in English and mathematics.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

All professional developments are aligned with the content standards. Some of the staff developments have been focused on curriculum adoptions that are aligned with the standards in the content areas. Building Thinking Classrooms is a math focused professional development. This year we will include PD on teaching students with disabilities. Development and collaboration time are based on student achievement data, WASC findings and the identified needs of the staff. We will continue with our LEAP work that includes Guidance Alignment with our counseling team and Curriculum Alignment with the Math and ELA teachers.

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

Professional collaboration, administrative observation and support, department chairpersons, lead teachers, instructional coaches, behavior specialists, and site Ed Tech leads all work together to strengthen and support high-quality classroom instruction.

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

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

Teaching and Learning

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

California State Adopted Curriculum is used for all core instruction:

- English Language Arts and Mathematics curriculum and instruction are aligned to the Common Core State Standards.
- Science curriculum and instruction is aligned to the Next Generation Science Standards.
- Social Studies curriculum and instruction is aligned to the California History-Social Science Framework.

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

--NA--

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

In addition to the regular program, Lincoln High School provides a full range of Tier 1 and Tier 2 supports including:

- Before/After School Tutoring
- Open Labs at Lunch
- Collaborative Classes
- ELD Classes
- EL push in support
- iReady curriculum

Evidence-based educational practices to raise student achievement

Lincoln High School uses evidence based practices for the following:

- Mathematics (Silicon Valley Math Initiative)
- Building Thinking Classrooms - Math
- English Language Development
- Culturally Proficient Teaching
- Digital Instruction tools to provide equitable access to curriculum

Parental Engagement

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

Lincoln High and Lincoln Unified School District provide the following supports for families:

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

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

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

Funding

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

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

Fiscal support (EPC)

General funds are used to support all strategies and actions.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The administrative team reviewed the school plan prior to the start of the school year. Current academic data, YouthTruth survey results, and discipline and attendance data were shared with LHS staff, with discussions taking place during departmental meetings, staff meetings, and districtwide collaboration time. The Leadership Team also reviewed the school goals and actions to ensure alignment with site priorities. This information is shared regularly with parent groups, including the School Site Council, PTSA, and ELAC. Students participating in the LHS Student Senate also reviewed current school data during their monthly meetings. Ongoing data analysis will continue throughout the year, and the WASC findings and areas of focus have guided the updates and revisions to the school plan.

Resource Inequities

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

While Lincoln High School maintains a full teaching staff, resource inequities persist in the area of classroom support. The school has experienced ongoing shortages of special education and English Learner paraprofessionals, limiting the level of in-class assistance available to students who require

additional academic and behavioral support. These staffing gaps have created challenges in providing consistent, individualized interventions and equitable access to learning opportunities for all students. Addressing these shortages remains a priority to ensure every student receives the support needed to succeed.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.44%	0.31%	0.29%	13	9	8
African American	11.51%	12.31%	11.46%	338	356	321
Asian	10.42%	10.38%	10.17%	306	300	285
Filipino	3.17%	3.36%	3.07%	93	97	86
Hispanic/Latino	51.09%	51.54%	53.73%	1500	1490	1505
Pacific Islander	1.02%	0.97%	0.93%	30	28	26
White	17.1%	16.74%	15.35%	502	484	430
Two or More Races	4.73%	3.94%	4.50%	139	114	126
Not Reported	0.51%	0.45%	0.50%	15	13	14
Total Enrollment				2936	2891	2801

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	770	762	754
Grade 10	741	722	695
Grade 11	715	704	672
Grade 12	710	703	680
Total Enrollment	2,936	2,891	2,801

Conclusions based on this data:

1. LHS student enrollment has slightly decreased over the past 3 years. The enrollment makes LHS one of the largest comprehensive high school in San Joaquin County.
2. The demographics of the student population has been stable over the past three years with Hispanic students representing the largest portion of our population.
3. An academic achievement gap continues to persist among student subgroups.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	273	275	214	9.3%	9.5%	7.6%
Fluent English Proficient (FEP)	533	495	523	18.2%	17.1%	18.7%
Reclassified Fluent English Proficient (RFEP)	437	403	437	14.9	13.9 %	15.6 %

Conclusions based on this data:

1. PD in EL instructional strategies is necessary to better support English Learners.
2. The academic achievement of the RFEP students is significantly higher than the English Learners.
3. Increased efforts to provide parent involvement opportunities are needed.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. LHS needs to increase academic achievement for all students in core subject areas with particular emphasis on the needs of our EL students, and students with disabilities in the area of English Language Arts.
2. English Learners and Students with Disabilities need targeted supports in their English classes to build specific skills essential for academic success and to help them meet their learning goals.
3. Collaboration between curricular areas to address listening, speaking and writing standards is necessary. There is a need to review content area pacing and assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	719	686	676	681	664	656	681	663	656	94.7	96.8	97
All Grades	719	686	676	681	664	656	681	663	656	94.7	96.8	97

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

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

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

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

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

Conclusions based on this data:

- LHS needs to increase academic achievement for all students in core subject areas with particular emphasis on the needs of our English Learners, and students with disabilities in the area of mathematics.

2. LHS students need to take more math courses and be provided strategic support.
3. Instructional practices, curriculum alignment and interventions continues to be priorities.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1547.1	1550.8	1547.6	1541.8	1549.9	1544.9	1551.7	1551.2	1549.7	66	78	69
10	1563.5	1567.7	1555.5	1558.3	1572.3	1555.2	1568.3	1562.7	1555.2	42	71	73
11	1541.0	1564.8	1563.6	1531.5	1565.6	1567.8	1550.0	1563.4	1559.1	65	46	67
12	1573.6	1537.6	1570.0	1572.5	1537.5	1576.1	1574.2	1537.2	1563.3	61	64	42
All Grades										234	259	251

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	15.15	16.67	15.94	39.39	46.15	37.68	28.79	23.08	28.99	16.67	14.10	17.39	66	78	69
10	26.19	36.23	24.66	47.62	26.09	36.99	9.52	20.29	24.66	16.67	17.39	13.70	42	69	73
11	12.31	25.00	31.34	36.92	29.55	20.90	26.15	22.73	26.87	24.62	22.73	20.90	65	44	67
12	16.67	17.19	31.71	48.33	31.25	34.15	25.00	23.44	12.20	10.00	28.13	21.95	60	64	41
All Grades	16.74	23.53	25.20	42.49	34.12	32.40	23.61	22.35	24.40	17.17	20.00	18.00	233	255	250

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	21.21	32.05	34.78	53.03	38.46	40.58	12.12	19.23	11.59	13.64	10.26	13.04	66	78	69
10	38.10	47.83	32.88	45.24	26.09	46.58	0.00	13.04	6.85	16.67	13.04	13.70	42	69	73
11	26.15	34.09	37.31	40.00	36.36	31.34	13.85	9.09	14.93	20.00	20.45	16.42	65	44	67
12	41.67	35.94	53.66	41.67	28.13	24.39	13.33	17.19	2.44	3.33	18.75	19.51	60	64	41
All Grades	30.90	37.65	38.00	45.06	32.16	37.20	10.73	15.29	9.60	13.30	14.90	15.20	233	255	250

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.12	2.56	2.56	22.73	28.21	28.21	34.85	39.74	39.74	30.30	29.49	29.49	66	78	78
10	14.29	17.39	17.39	40.48	15.94	15.94	23.81	44.93	44.93	21.43	21.74	21.74	42	69	69
11	6.15	4.55	4.55	16.92	27.27	27.27	49.23	43.18	43.18	27.69	25.00	25.00	65	44	44
12	8.33	4.69	4.69	26.67	17.19	17.19	45.00	37.50	37.50	20.00	40.63	40.63	60	64	64
All Grades	9.87	7.45	7.45	25.32	21.96	21.96	39.48	41.18	41.18	25.32	29.41	29.41	233	255	255

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

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

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

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	3.03	0.00	1.45	77.27	87.18	79.71	19.70	12.82	18.84	66	78	69
10	11.90	5.80	0.00	69.05	76.81	76.71	19.05	17.39	23.29	42	69	73
11	18.46	31.82	13.43	58.46	50.00	65.67	23.08	18.18	20.90	65	44	67
12	23.33	12.50	4.88	68.33	57.81	73.17	8.33	29.69	21.95	60	64	41
All Grades	14.16	10.20	4.80	68.24	70.59	74.00	17.60	19.22	21.20	233	255	250

Conclusions based on this data:

1. Based on available data, our English learners show relative strength in the Speaking category of ELPAC.
2. Based on available data, our English learners need additional support to grow their reading, listening and writing skills, as somewhat/moderately was the largest percentage in these two categories.
3. Support for English learners needs to come during core instruction and before/after school as needed.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,891	59.7%	9.5%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	275	9.5%
Foster Youth	10	0.3%
Homeless	124	4.3%
Socioeconomically Disadvantaged	1,727	59.7%
Students with Disabilities	316	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	356	12.3%
American Indian	9	0.3%
Asian	300	10.4%
Filipino	97	3.4%
Hispanic	1,490	51.5%
Two or More Races	114	3.9%
Pacific Islander	28	1%
White	484	16.7%

Conclusions based on this data:

1. Almost 60 percent of the student population is socioeconomically disadvantaged. The achievement of students that are socioeconomically disadvantaged is below the school-wide average.

2. The largest student group is Hispanic making up 51.5 percent. The achievement of our hispanic students is below the school-wide average.
3. An achievement gap continues to persist amongst our student groups.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Orange

English Learner Progress



Orange

College/Career



Green

Conclusions based on this data:

1. Graduation rates at Lincoln remain strong. We need to increase the percentage of students who graduate college and career ready.
2. Although the percentage of suspended students has slightly declined each year over the past three years, LHS suspension and expulsion data remain disproportionate. African American, Hispanic, and students with disabilities continue to be suspended at higher rates than their peers.
3. According to CAASPP results, overall student achievement in ELA and math has increased. Proficiency rates were higher across student groups in 11th grade ELA than they were in mathematics both at Lincoln High School and statewide. Significant achievement gaps persist, however. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.

School and Student Performance Data

Academic Performance English Language Arts

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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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>0.7 points below standard</p> <p>Declined 43.0 points</p> <p>648 Students</p>	<p>English Learners</p> <p>Red</p> <p>95.0 points below standard</p> <p>Declined 71.3 points</p> <p>78 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>94.5 points below standard</p> <p>Declined 17.4 points</p> <p>48 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>78.2 points below standard</p> <p>Declined 29.0 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>18.8 points below standard</p> <p>Declined 35.2 points</p> <p>406 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>147.4 points below standard</p> <p>Declined 57.5 points</p> <p>65 Students</p>	<p>African American</p>  <p>Red</p> <p>58.4 points below standard</p> <p>Declined 73.6 points</p> <p>68 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>70.9 points above standard</p> <p>Declined 30.2 points</p> <p>73 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>36.9 points above standard</p> <p>Declined 59.3 points</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>19.0 points below standard</p> <p>Declined 43.5 points</p> <p>336 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>36.4 points above standard</p> <p>Increased 21.8 points</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>White</p>  <p>Yellow</p> <p>26.3 points above standard</p> <p>Declined 37.2 points</p> <p>109 Students</p>

Conclusions based on this data:

1. According to CAASPP results, overall student achievement in ELA has increased.
2. English learners (including long term EL's), African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.
3. English Learners and Students with Disabilities need more support in their core classes.

School and Student Performance Data

Academic Performance Mathematics

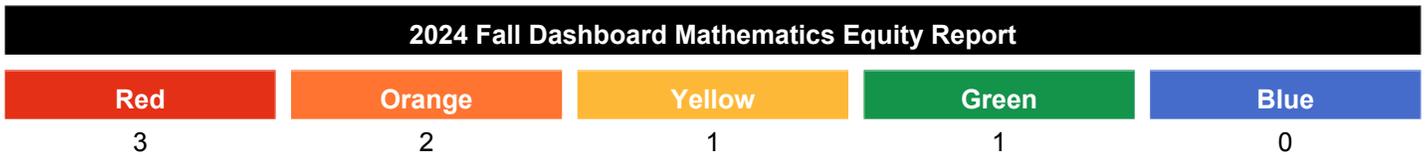
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>88.2 points below standard</p> <p>Declined 23.3 points</p> <p>649 Students</p>	<p>English Learners</p> <p>Red</p> <p>178.3 points below standard</p> <p>Declined 50.8 points</p> <p>80 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>189.1 points below standard</p> <p>Declined 15.7 points</p> <p>48 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>144.5 points below standard</p> <p>Increased 21.0 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>106.3 points below standard</p> <p>Declined 9.7 points</p> <p>405 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>220.7 points below standard</p> <p>Declined 29.8 points</p> <p>65 Students</p>	<p>African American</p>  <p>Red</p> <p>153.4 points below standard</p> <p>Declined 47.8 points</p> <p>68 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>15.3 points above standard</p> <p>Declined 21.2 points</p> <p>73 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>72.3 points below standard</p> <p>Declined 47.0 points</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>113.7 points below standard</p> <p>Declined 27.1 points</p> <p>338 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>34.7 points below standard</p> <p>Increased 73.4 points</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>White</p>  <p>Yellow</p> <p>51.6 points below standard</p> <p>Declined 6.2 points</p> <p>109 Students</p>

Conclusions based on this data:

1. Overall student achievement in math is low. English learners are not meeting standards in math. Classroom supports and after school opportunities are needed.
2. English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.
3. Students with disabilities show no math achievement growth and remain of high concern.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 44.6 points above standard making progress. Number Students: 224 Students	Long-Term English Learner Progress  Orange 46.1 points above standard making progress. Number Students: 180 Students

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.

2024 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
59	65	33	66

Conclusions based on this data:

- 26 % of English Learner students decreased by one proficiency level, indicating the need for stronger academic supports and targeted interventions to improve progress.
- Approximately 30% of English learners progressed a level from their previous assessment.
- 29 % of English Learners maintained at levels 1-3 indicating a need to strengthen instructional strategies and provide additional supports to accelerate language development and academic growth.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

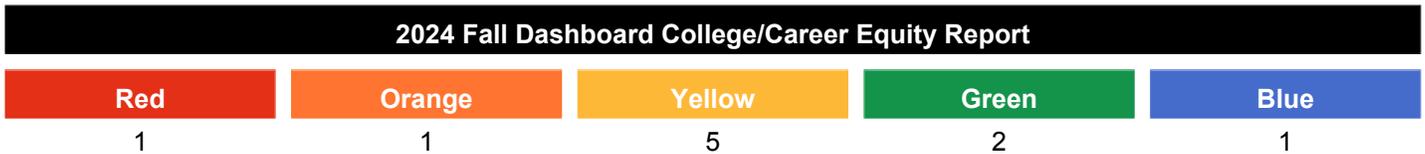
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>44.9 Prepared</p> <p>Increased 3.2</p> <p>677 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>20 Prepared</p> <p>Increased 3.5</p> <p>60 Students</p>	<p>Long-Term English Learners</p>  <p>Yellow</p> <p>17.8 Prepared</p> <p>Increased 6.4</p> <p>45 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Homeless</p>  <p>Yellow</p> <p>29.7 Prepared</p> <p>Increased 8.3</p> <p>37 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>36.3 Prepared</p> <p>Increased 2.1</p> <p>477 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>9.3 Prepared</p> <p>Maintained 1.7</p> <p>75 Students</p>	<p>African American</p>  <p>Yellow</p> <p>34.5 Prepared</p> <p>Increased 2.1</p> <p>87 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>75.6 Prepared</p> <p>Increased 17.9</p> <p>78 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>64.3 Prepared</p> <p>Maintained 1.1</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>35.4 Prepared</p> <p>Increased 3.6</p> <p>319 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>40 Prepared</p> <p>Declined 24.3</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>White</p>  <p>Yellow</p> <p>53.2 Prepared</p> <p>Maintained 0.9</p> <p>126 Students</p>

Conclusions based on this data:

1. Students with Disabilities, English Learners, African American, and Hispanic students are graduating at rates below the schoolwide average of 44.9% for college and career readiness, indicating that many are completing high school without being fully prepared for postsecondary success.
2. We need an increased focus on the indicators of college and career readiness, closely monitoring the data and maintaining regular communication with students and families.
3. The change in graduation requirements with the class of 2028 will positively affect college & career readiness.

School and Student Performance Data

Academic Engagement Graduation Rate

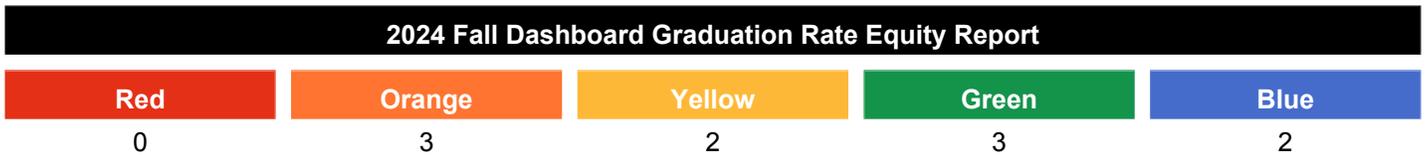
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>95.4% graduated</p> <p>Increased 2.2%</p> <p>679 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>87.1% graduated</p> <p>Maintained 0.4%</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p> Orange</p> <p>89.1% graduated</p> <p>Declined 3.3%</p> <p>46 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> Green</p> <p>91.9% graduated</p> <p>Increased 6.2%</p> <p>37 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>94.6% graduated</p> <p>Increased 1.9%</p> <p>479 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>77.6% graduated</p> <p>Declined 7.2%</p> <p>76 Students</p>	<p>African American</p>  <p>Yellow</p> <p>92% graduated</p> <p>Declined 1.3%</p> <p>87 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>98.7% graduated</p> <p>Increased 2.6%</p> <p>78 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>95.9% graduated</p> <p>Increased 3.9%</p> <p>320 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>90% graduated</p> <p>Declined 10%</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>White</p>  <p>Green</p> <p>94.4% graduated</p> <p>Increased 2.9%</p> <p>126 Students</p>

Conclusions based on this data:

1. Graduation rates remain strong overall and amongst all subgroups.
2. Hispanic students make up more than half of the student population and have higher graduation rates compared to other student groups.
3. Graduation rates for Students with Disabilities and English Learners are lower, indicating a continued need for targeted support and intervention.

School and Student Performance Data

Conditions & Climate Suspension Rate

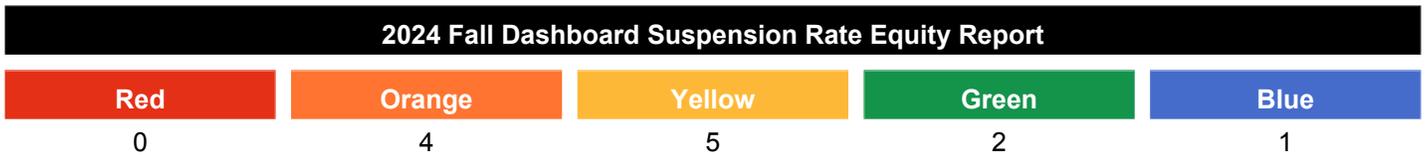
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.1% suspended at least one day</p> <p>Declined 1.2%</p> <p>3039 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined 0.7%</p> <p>306 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>7.8% suspended at least one day</p> <p>Declined 1.3%</p> <p>230 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>22.2% suspended at least one day</p> <p>Declined 9%</p> <p>18 Students</p>	<p>Homeless</p> <p>Orange</p> <p>11.6% suspended at least one day</p> <p>Declined 1.7%</p> <p>146 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 1.2%</p> <p>1939 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>14.5% suspended at least one day</p> <p>Declined 0.6%</p> <p>344 Students</p>	<p>African American</p>  <p>Orange</p> <p>13.8% suspended at least one day</p> <p>Declined 1.9%</p> <p>383 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>310 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>98 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7.8% suspended at least one day</p> <p>Declined 0.6%</p> <p>1580 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>6% suspended at least one day</p> <p>Declined 7.7%</p> <p>133 Students</p>	<p>Pacific Islander</p>  <p>Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined 9.2%</p> <p>31 Students</p>	<p>White</p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 1.8%</p> <p>494 Students</p>

Conclusions based on this data:

1. There was an overall decline in suspensions from the previous year, indicating the importance of continuing to implement and strengthen restorative practices.
2. LHS suspension and expulsion data remains disproportionate. African American students, students with disabilities were suspended at rates significantly higher than other student groups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 1

Goal 1: Increase the academic achievement and post-secondary readiness of EL students by improving access to grade-level curriculum, targeted interventions, and transition supports.

Identified Need

SBAC test scores in both ELA, Science and Math need to increase. Scores for English Learners are disproportionately lower as compared to the overall population. Too many English Learners are earning D's and F's in both core and elective classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																				
CAASPP Data - Science, Math, ELA, ELPAC	<p>ELA SBAC percentage of students meeting or exceeding standards</p> <table border="1"> <thead> <tr> <th></th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Overall:</td> <td>67.6</td> <td>51.9</td> <td>55.7</td> </tr> <tr> <td>EL:</td> <td>23.3</td> <td>17.2</td> <td>13.2</td> </tr> <tr> <td>LTEL</td> <td>10.5</td> <td>16.0</td> <td>14.3</td> </tr> <tr> <td>RFEP.</td> <td>84.8</td> <td>58.6</td> <td>62.6</td> </tr> </tbody> </table>		2023	2024	2025	Overall:	67.6	51.9	55.7	EL:	23.3	17.2	13.2	LTEL	10.5	16.0	14.3	RFEP.	84.8	58.6	62.6	Achievement will increase by at least 5 % in all subgroups in ELA, 10 % in Math and Science.
		2023	2024	2025																		
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	EL:	23.3	17.2	13.2																		
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																								
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College & Career Readiness (CA Dashboard)	Percent of English Learners graduating College & Career Ready	An increase of 2 additional days will be focused on identified needs from WASC.																																								

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2023 - 16.5 % 2024 - 20 % 2025 - TBD	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.1 Strategically group English Learners in classes and provide in-class (push-in) instructional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.2 Offer content-specific professional development on scaffolding academic language and literacy in all content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.3 One counselor exclusively oversees English Learners to provide consistent academic advising, monitor progress toward reclassification and graduation, ensure access to college and career readiness opportunities, and build strong connections with their families to support student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.4 Offer parent and family workshops focused on college and career readiness to increase awareness of graduation requirements, postsecondary options, and available resources for English Learner students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.5 Regularly review and analyze English Learner student schedules to ensure equitable access to A–G coursework, making adjustments as needed to place students in classes that support graduation and college readiness requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.6 Conduct regular reviews of English Learner data with staff to monitor academic progress, language development, and reclassification rates, and to guide instructional planning and targeted interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.7 Strengthen parent/family engagement for English Learner students by providing effective communication, hosting multilingual family events, and involving parents in school decision-making and student support activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.8 Expand tutoring and intervention opportunities during and after school with a focus on literacy and math skill development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Goal 2: LHS will strengthen academic support, social-emotional advisement, and college and career readiness opportunities to improve student success and post-secondary outcomes.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																										
Grade level data for semester 1 & 2	<table border="1"> <thead> <tr> <th colspan="2">Number of D's/F's earned (2024-2025)</th> </tr> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>463/389</td> </tr> <tr> <td>452/531</td> <td></td> </tr> <tr> <td>10th Grade</td> <td>411/161</td> </tr> <tr> <td>436/272</td> <td></td> </tr> <tr> <td>11th Grade</td> <td>341/134</td> </tr> <tr> <td>368/230</td> <td></td> </tr> <tr> <td>12th Grade</td> <td>206/56</td> </tr> <tr> <td>281/70</td> <td></td> </tr> </tbody> </table>	Number of D's/F's earned (2024-2025)		Semester 1	Semester 2	9th Grade	463/389	452/531		10th Grade	411/161	436/272		11th Grade	341/134	368/230		12th Grade	206/56	281/70		There will be a 25 % decrease in the number of D's/F's earned each semester.						
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College and Career Indicator data	<table border="1"> <thead> <tr> <th colspan="2">% of students that have met the requirements (prepared) on the College & Career Indicator from CA Dashboard</th> </tr> </thead> <tbody> <tr> <td>22/23</td> <td>23/24</td> </tr> <tr> <td>24/25</td> <td></td> </tr> <tr> <td>Overall</td> <td>41.7</td> </tr> <tr> <td>44.9</td> <td>TBD</td> </tr> <tr> <td>SWD</td> <td>7.6</td> </tr> <tr> <td>9.3</td> <td></td> </tr> <tr> <td>African American</td> <td>32.4</td> </tr> <tr> <td>34.5</td> <td></td> </tr> <tr> <td>English Learners</td> <td>16.5</td> </tr> <tr> <td>20</td> <td></td> </tr> <tr> <td>White</td> <td>52.3</td> </tr> <tr> <td>53.2</td> <td></td> </tr> </tbody> </table>	% of students that have met the requirements (prepared) on the College & Career Indicator from CA Dashboard		22/23	23/24	24/25		Overall	41.7	44.9	TBD	SWD	7.6	9.3		African American	32.4	34.5		English Learners	16.5	20		White	52.3	53.2		<p>There will be an increase in the College/Career indicators:</p> <ul style="list-style-type: none"> 5 % increase in the number of LHS students that meet the College/Career indicator requirements 5 % increase in the number of LHS students meeting/exceeding standards on the Math/ELA SBAC 5 % increase in the number of LHS
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic 31.8 35.4 SED 34.2 36.3 Asian 57.7 75.6 SBAC Data - % of students that met or exceeded standards 22/23 23/24 24/25 ELA 67.6 51.9 55.7 Math 28.4 23.9 25.8 Advanced Placement 22/23 23/24 24/25 Total AP Students 433 419 523 AP Students with scores 3+. 296 331 388 % of students with scores 3+ 68.36 79.00 74.19 Dual Enrollment Data 22/23 23/24 24/25 Fall Session 167 174 205 Spring Session 159 108 145 Summer Session 34 29 59 Total 360 311 409 Seal of Biliteracy 22/23 23/24 24/25	students taking an AP course <ul style="list-style-type: none"> • 5 % increase in the number of students taking a Dual Enrollment course • There will be an increase in the number of students earning the Seal of Biliteracy • 10 % increase in the number of graduating seniors meeting UC/CSU requirements • 10 % increase in the number of CTE completers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Quarter 4. 56 34 Total 294 202 Number of students that were recommended for expulsion 23/24 24/25 47 18 % of students suspended 1 or more days by subgroup: 23/24 24/25 Total 7.1 TBD African American 13.8 Asian 4.8 SWD 14.5 EL 6.5 Hispanic 7.8 SWD 8.8 White 2.4	
Youth Truth survey data	Youth Truth Data: % Positives (Students) 22/23 23/24 24/25 Engagement: 46 48 52 Academic Challenge: 55 48 48 Culture: 19 19 21 Belonging & Peer Collaboration: 36 40 42 Relationships: 28 28 31 College & Career Readiness: 28 33 36	There will be a 10 % increase in positive student responses on the annual Youth Truth survey in all areas.
Attendance Data	% of students chronically absent 23/24 24/25	The % of students chronically absent will decrease.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall 21.0	21.6
	Grade Level	
	9th grade 20.3	21.4
	10th grade 21.5	20.0
	11th grade 19.1	21.2
	12th grade 23.2	24.1
	Subgroups	
	Hispanic 22.7	22.0
	African American 25.6	25.9
	White 17.2	20.0
	SWD 34.6	34.0
	SED 24.5	25.1
	EL 25.4	25.1

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Monitor student grades by course and by teacher at each grading period to address any student needs and teacher support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.5 Implement weekly homerooms (Trojan Time) to address important topics for students - student handbook policies, cyber safety, course selections, career inventories, and social emotional lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.6 Improve and monitor student mentorship opportunities through programs such as LINK Crew, Peer Counselors, and Leadership, ensuring consistent support, tracking of student engagement, and regular evaluation of program effectiveness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.7 Increase the number of Lincoln 101 meetings for new students throughout the year to introduce campus expectations for academics, behaviors, school culture and resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.10 Increase counselor visibility and access. This includes grade level workshops on college and career information, parent information opportunities, social emotional work and increased communication between counselors and students/families through Parentsquare.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Sophomores

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Freshmen

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Freshmen

Strategy/Activity

2.14 Students needing additional support transitioning to high school will be invited to the Summer Bridge program. This program provides support in English, math, organizational skills and more. Increased efforts to improve attendance to Summer Bridge will happen.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.15 Increase the amount of lunchtime activities from student led clubs that are accessible to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.16 Organize and implement at least one college visit per semester to expose students to post-secondary opportunities and increase college-going awareness. Counselors and College & Career staff will coordinate logistics, select participants to ensure equitable access across student groups, and provide pre- and post-visit activities to connect the experience to college and career readiness goals. Attendance and student feedback will be monitored to evaluate impact and improve future visits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

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

ANALYSIS

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

Communication with parents and families has improved significantly through consistent weekly updates, which have helped keep families informed about school events, academic deadlines, and student opportunities. Despite this increase in communication, parent involvement in school activities and committees has continued to decline, indicating a need to explore new ways to actively engage families beyond information sharing. On the other hand, student involvement has shown strong growth. Leadership students have expanded the number of on-campus events, resulting in higher student participation and a greater sense of school spirit. Additionally, the Juventus program has played a key role in building community among sophomore students, fostering stronger peer connections and contributing to a noticeable reduction in discipline issues within that class. Together, these efforts highlight the positive impact of student-led initiatives and consistent communication, while also pointing to the continued need for deeper family engagement.

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

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

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

The goal will remain the same; however, actions toward achieving it will focus on refining systems of support to better address the academic and social-emotional needs of all students. A continued emphasis will be placed on reducing chronic absenteeism through proactive outreach and intervention.

Additional supports will target the freshman class, helping to ease their transition into high school and establish a strong academic foundation. Staff will closely monitor grades, discipline data, and student involvement to ensure early intervention and consistent support. Key initiatives such as Summer Bridge, Middle School presentations (featuring student presenters), small group academic sessions, assigned tutoring, and LINK Crew mentoring will be implemented to help freshmen feel connected and successful.

In addition, the implementation of a weekly homeroom period, "Trojan Time," will provide all students with dedicated time for academic support, relationship-building, and access to resources that promote overall success and well-being.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD: 0 1.6 EL: 3.0 0 African American: 9.9 10.3 Asian: 51.4 37.7 Hispanic: 14.9 20.0 White: 38.3 43.1	
Graduation rates	Graduation Rates: 2023 2024 2025 Overall: 93.2 95.4 TBD SED: 92.7 94.6 SWD: 84.8 77.6 EL: 87.5 87.1 African American: 93.2 92.0 Asian: 96.2 98.7 Hispanic: 95.9 92 White: 91.5 94.4	There will be a 2 % increase in the amount of LHS students that meet graduation requirements.
College & Career Readiness (CA Dashboard)	College and Career Readiness: 2023 2024 2025 Overall: 41.7 44.9 TBD SED: 34.2 36.3 SWD: 7.6 9.3 EL: 16.5 20.0 African American: 32.4 34.5	The % of students college and career ready as indicated by the CA Dashboard will increase by at least 10 % overall and in each sub group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian: 57.7	75.6
	Hispanic: 31.8	35.4
	White: 52.3	53.2

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Specific Students

Strategy/Activity

3.3 Implementation of the BRIDGE Mentorship program that was developed to empower young boys of color through culturally responsive mentorship that builds resilience, inspires dreams, and guides them toward academic, emotional, and personal excellence.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.4 Clarify graduation and A–G requirements to ensure that all students are enrolled in courses that support graduation, college preparedness, and career readiness. This work will include classroom presentations for all grade levels focused on career pathways, four-year planning, post-graduation options, college applications, and financial aid. To reinforce this information, A–G requirement posters will be displayed in all classrooms. Additionally, Trojan Time (weekly homeroom) will be used to review academic progress, provide guidance on graduation and college requirements, and support students in planning for their future goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.7 Review current CTE offerings and enrollment by ethnicity, race, and gender. Identify ways to support student inclusion to better mirror site demographics. This includes providing ongoing information about the program to current and incoming students and families and providing professional development to the CTE staff to support improvements. Explore expanding our CTE pathway offerings to include a health pathway and a partnership with Delta College.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

3.9. A system will be developed to ensure collaboration time between general education teachers and special education teachers for progress monitoring and to make needed adjustments for academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

3.10 Teachers will be provided support with differentiated instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.11 Investigate expanding Dual Enrollment to include ASL and CTE opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.12 Provide collaboration time for content area teams in Math and ELA to align pacing, expectations, and assessments, while continuing to build on LEAP initiatives that focus on instructional alignment, academic rigor, and consistent implementation of effective teaching strategies across classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.14 Increase academic rigor across all classes by implementing instructional strategies that promote critical thinking, academic discourse, analysis of complex texts, and extended writing opportunities for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

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

ANALYSIS

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

The 2024-2025 SBAC data shows some positive increases in overall student performance; however, a disproportionate achievement gap continues to persist among student subgroups. This indicates that while instructional efforts are leading to incremental progress, additional targeted supports are needed to ensure equitable outcomes for all learners. Moving forward, guidance alignment will play a critical role in supporting college and career readiness by providing consistent academic advising, monitoring of A–G completion, and ensuring that all students—particularly those in historically underrepresented subgroups—have access to the courses, resources, and opportunities necessary for postsecondary success.

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

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

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

The goal will remain the same; however, the updated strategies and activities reflect the addition of programs and opportunities designed to further support students in reaching this goal. A key focus will be on Guidance Alignment, where counselors will collaboratively examine student data to provide targeted academic and social-emotional support. In addition, Curriculum Alignment efforts will continue through course-alike groups that work to align pacing, expectations, and assessments. Both Guidance Alignment and Curriculum Alignment, central components of our LEAP initiatives, aim to create a more cohesive and equitable system that ensures all students are supported in achieving academic success and college and career readiness. An increased emphasis will be placed on academic rigor across all content areas.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Goal 4: Lincoln High School will review, analyze, and refine policies, practices, systems, and social opportunities to ensure they effectively support and reflect the needs of our diverse student population.

Identified Need

a significant achievement gap continues to persist among student subgroups, indicating the need for more targeted and equitable supports to ensure all students have access to high-quality learning opportunities and postsecondary success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																				
Percent of syllabi, grading, late-work, and homework policies that are course-alike identical	2024-25 80 % of courses achieved course-alike syllabi which were linked to the course description in the LHS Course Catalog.	100% of syllabi will continue to reflect grading, late-work, and homework policies that were course-alike identical																				
Percent of discipline, eligibility, and academic policies and practices which reflect equitable, restorative practices as measured by an annual equity audit	<p>Discipline Data</p> <p>% of disciplinary incidents by Race/Ethnicity</p> <table border="1"> <tr> <td>23/24</td> <td>24/25</td> </tr> <tr> <td>Hispanic</td> <td>57</td> </tr> <tr> <td>African American</td> <td>25</td> </tr> <tr> <td>White</td> <td>8</td> </tr> <tr> <td>Multi Racial</td> <td>5</td> </tr> <tr> <td>Asian</td> <td>4</td> </tr> </table> <p>% of disciplinary incidents by grade level</p> <table border="1"> <tr> <td>23/24</td> <td>24/25</td> </tr> <tr> <td>9th grade</td> <td>41.5</td> </tr> <tr> <td>10th grade:</td> <td>22</td> </tr> <tr> <td></td> <td>24.5</td> </tr> </table>	23/24	24/25	Hispanic	57	African American	25	White	8	Multi Racial	5	Asian	4	23/24	24/25	9th grade	41.5	10th grade:	22		24.5	Discipline incidents per subgroup and grade level will decrease by at least 5 %
23/24	24/25																					
Hispanic	57																					
African American	25																					
White	8																					
Multi Racial	5																					
Asian	4																					
23/24	24/25																					
9th grade	41.5																					
10th grade:	22																					
	24.5																					

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11th grade: 17 16.5 12th grade: 15 17.5	
The percent positive responses from the student survey in the area of college and career readiness.	Youth Truth Data: % Positive Responses for College and Career Readiness 23 24 25 Skills for college level classes 42 45 49 Steps to apply for college 46 51. 52 Career (interests/abilities) 30 36 38 Career path 34 40 43	There will be 10 % increase in positive responses from students in the area of College and Career Readiness on the student survey.
AP enrollment	AP Enrollment by race/ethnicity 2024 2025 Asian 34.5 21.0 African American 4.8 5.9 Hispanic 31.4 41.9 White 19 19.1	AP enrollment will reflect the current LHS student demographics.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.5 Increase equitable student representation in leadership programs by aligning the demographic composition of student leadership groups (including ASB, LHS Student Senate, and Peer Counselors) with the overall LHS student subgroup percentages. This will be achieved through intentional recruitment, outreach, and mentorship efforts that ensure all student groups have equitable access and encouragement to participate in leadership opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.6 Increase academic rigor across all classes by implementing specific instructional strategies—such as differentiated instruction—and by expanding writing opportunities, incorporating complex texts, and promoting academic discourse.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.10 Implement a weekly homeroom period (Trojan Time) focused on social-emotional learning, strengthening student-staff connections, providing college and career information, and fostering a positive school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.11 Continue to strengthen our LEAP initiatives through guidance alignment (counseling services that includes monitoring students at specific checkpoints and providing interventions as needed and ensuring ALL students have the opportunity to meet A-G requirements) and curriculum alignment in ELA and Math to support student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Freshmen

Strategy/Activity

4.12 Explore the development of courses to support freshmen, including a Freshman Seminar focused on social-emotional learning, study skills, and digital citizenship, and a Math/Physics Lab designed to provide targeted academic support and intervention. Both courses will aim to strengthen student engagement, build foundational skills, and promote overall academic success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.13 Increase the use of the 5 Star system to include PBIS tracking, event entry, and club attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.14 Ensure parent participation on school committees reflects the demographic makeup of LHS student subgroups by actively recruiting and engaging families from all represented groups. Outreach efforts will include personalized invitations, translation support, flexible meeting times, and collaboration with community liaisons to encourage equitable representation and voice in school decision-making.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.15 Reduce student substance use and increase awareness of the risks associated with drug and alcohol use through education, prevention programs, and early intervention supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

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

ANALYSIS

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

The implementation of the identified strategies has been largely effective in advancing the articulated goals. AP enrollment has increased, indicating progress toward expanding access to rigorous coursework and promoting a college-going culture. Teachers have consistently implemented the 5 Star system as intended, particularly for managing hall passes and tracking student movement, contributing to improved accountability and campus safety. Discipline incidents have decreased overall, reflecting positive behavioral outcomes and the effectiveness of proactive supports; however, disproportionality by race and ethnicity persists and remains an area for focused improvement. Student leadership groups now more closely reflect the overall school demographics, demonstrating progress in equitable representation and access to leadership opportunities. Additionally, parent participation groups have become more diverse, though they are not yet fully representative of the school's demographic composition. To strengthen the effectiveness of these efforts, the school will increase the use of student surveys to gather feedback on campus climate, access, and engagement, and will commit to publishing disaggregated data to promote transparency and guide next steps.

Briefly 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.

The goal will remain the same; however, several strategies and actions have been updated to strengthen parent involvement and continue the review of school policies and procedures. The expanded use of digital IDs will provide valuable participation data, allowing the school to track student involvement in events, clubs, and athletics. The program's survey feature will also enable the regular collection of feedback on student experiences and activities. In addition, new strategies have been added to reflect how our ongoing LEAP work aligns with and supports this goal. A weekly Trojan Time homeroom has been implemented to build connections, promote social-emotional learning, and support college and career readiness. Additional supports for freshmen are also being explored to ensure a smooth transition to high school and to foster early engagement and success.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source
This dropdown should be populated manually.

Funding Allocation
This data field should be populated manually.

Funds Remaining to be Allocated
This field is auto calculated by DTS and manual entries will be overwritten automatically

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

Expenditures by Funding Source From SPSA Goals

Funding Source
This field is auto calculated by DTS and manual entries will be overwritten automatically

Amount
This field is auto calculated by DTS and manual entries will be overwritten automatically

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

School Site Council Membership

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

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

Name of Members	Role
Kat Bender	Principal
Danielle Regan	Classroom Teacher
Jeannette Sandoval	Classroom Teacher
Jennifer Elwood	Other School Staff
Christine Valenzuela	Parent or Community Member
Heather Pinasco	Parent or Community Member
Jamie Valenzuela	Parent or Community Member
Jillian Rachal	Secondary Student
James Robinson	Secondary Student
Aiden Williams	Secondary Student
Fabrizio Villa Noriega	Secondary Student

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