



# 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, 2022	

## Purpose and Description

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

Schoolwide Program  
Non-Title I School

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

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

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

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

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

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

1.4 Offer professional development focused on inclusion, accessibility, and equity for all students

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

1.6 Use District-Wide Collaboration Days for vertical articulation within departments and cross-departmental articulation across subjects

1.8 Further refine math pathways to provide one quality CCSS math curriculum with professional development to support learning

1.9 The English Department will implement the newly adopted curriculum (My Perspectives) for students in English 9-12.

1.10 Review behavior support process (discipline) for students with multiple disciplinary and counseling contacts and at-risk students to identify restorative and wellness programs to positively shift unwanted student behaviors.

1.11 A cohort of science teachers will attend professional developments to work on refining the science course pathways. This includes the chemistry teachers piloting curriculum.

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

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

- 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 hold all parties accountable for supporting student progress.
- 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
- 2.4 Monitor student grades by course and by teacher and create improvement plans for courses or teachers who are issuing more than 30% D's and F's in any given grading period
- 2.5 Explore implementation of an advisory time to be offered during the school day and smaller learning communities
- 2.6 Develop and maintain a peer to peer mentoring program.
- 2.7 Create an organized effort to onboard new students throughout the year to include campus expectations for academics and behaviors and how/where to get help
- 2.8 Expand CTE involvement by educating middle and high school students regarding CTE offerings and programming. Encourage participation in organizations that promote leadership in students involved in CTE.
- 2.9 Expand the use of the College and Career Center through effective publicity, classroom visits, grade level meetings, parent/staff information opportunities.
- 2.10 Increase counselor visibility and access. This includes grade level workshops on college and career information, parent information opportunities and social emotional work.
- 2.11 Review and improve methods of communication between school, families and students. This includes the use of Parentsquare, the Student Bulletin, updated websites, social media and weekly student videos.
- 2.12 Develop and maintain an annual program(event) geared towards sophomores to include team building, SEL work, and building connections. LINK Crew and current staff will be utilized.

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

- 3.1 Implement common syllabi, common pacing and common formative assessments to be utilized in all core courses. Provide support to new teachers with this process.
- 3.2 Administer interim assessments in all math and ELA courses
- 3.3 Analyze student ELPAC scores to identify students who qualify for reclassification then administer local assessment to determine which students meet district reclassification criteria. Educate staff, students, and parents regarding reclassification criteria
- 3.4 Clarify graduation requirements to ensure ALL students enroll in appropriate courses for graduation, college preparedness, and career readiness
- 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.
- 3.6 Provide credit recovery options for students who fail classes that are part of their graduation requirements
- 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.
- 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.

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

- 4.1 Maintain a Principal's Advisory Committee (PAC) of students to meet with administration monthly to exchange information and gather input regarding school discipline policies, practices, social opportunities, and improvement planning
- 4.2 Regularly survey the student body for input when making decisions regarding social opportunities, school discipline policies, practices, and improvement planning
- 4.3 Involve all stakeholders in providing input for all decision making with regard to the SPSA, and school wide policy and social opportunities
- 4.4 Provide positive parent involvement opportunities with a focus on academics, social emotional health and development and college/career information. (parent workshops)
- 4.5 Support professional development regarding Equity and Culturally Proficient Education
- 4.6 Continue to remove any barriers to AP and Honors course enrollment and ensure that AP and Honors classes and supports are accessible and available to all students to ensure enrollment in those courses directly reflect the student population
- 4.7 Continue to examine and refine grading policies and practices to ensure they are fair and equitable
- 4.8 Continue to provide teacher education regarding standards based grading
- 4.9 The Leadership Team, Principal's Advisory Committee and the SSC will regularly review policies/procedures for equitable/restorative practices.

# 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).

Students, parents, and teachers were surveyed by Youth Truth. Multiple study sessions were held to review results regarding perspective on Lincoln High School and possible areas for improvement. Results and evidence can be found in Chapter 2 of the 2021-22 Lincoln High School WASC Self-Study.

## Classroom Observations

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

Classroom observations were performed and recorded on a rubric. Results and evidence can be found in Chapter 2 of the 2021-22 Lincoln High School WASC Self-Study.

## 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 has remained relatively consistent. 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. Upon data analysis, all stakeholders found it notable that, stereotypically, LHS female students outperformed male students in ELA and male students outperformed female students in mathematics. LHS needs to increase academic achievement for all students in all core subject areas with particular emphasis on the needs of African American students, ELL students, and students with disabilities in the areas of English and mathematics.

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

Teachers use existing local assessments to modify instruction. Teachers used program embedded assessments to monitor student growth. Data from these assessments are analyzed to determine areas of growth and need.

## 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)

Enhancing instruction through technology integration is a schoolwide focus. Staff development this year focuses on implementing subject matter specific standards: Common Core standards, Next generation Science Standards, ELD standards, and the California History-Social Science framework. and technology integration.

#### 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, and Site Ed Tech Leads Instruction all support classroom instruction.

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

Each week throughout the school year students are dismissed one hour early in order to facilitate departments meeting to review programming and formative student assessment data. Departmental teachers modified of instructional practices based on findings from that review.

## Teaching and Learning

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

California State Adopted Curriculum is used for all core instruction:

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

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

--NA--

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

- After School Tutoring
- Open Labs at Lunch
- Collaborative Classes
- ELD Classes
- Read 180
- Trojan Math Support
- Set online teacher office hours for the duration of distance learning

Evidence-based educational practices to raise student achievement

Lincoln High School uses evidence based practices for the following:

- Mathematics (Silicon Valley Math Initiative)
- 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
- Information nights regarding LHS requirements, college entry, CTE, and financial aid
- Full-Time counselors
- College and Career Counselor

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 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 to support online homework support, open labs, tutoring, ELD and collaborative classes, and credit recovery options.

### Fiscal support (EPC)

General funds are used to support all strategies and actions.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Lincoln High School has a new administrative team for the 2022-2023 school year. The administrative team reviewed the school plan prior to the school year starting. Current SBAC and attendance data was shared with the Leadership team with discussions happening at departmental meetings. This information is also shared with our parent groups - School Site Council, PTSA and ELAC. Ongoing analysis will occur throughout the year. The WASC findings have driven the work for updates and changes on the school plan.

## Resource Inequities

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



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.62%	0.7%	0.47%	18	19	14
African American	11.33%	10.6%	11.38%	328	306	338
Asian	10.19%	9.7%	10.10%	295	281	300
Filipino	4.32%	4.0%	3.33%	125	115	99
Hispanic/Latino	46.68%	48.7%	49.83%	1,351	1,409	1480
Pacific Islander	0.9%	0.9%	1.04%	26	25	31
White	22.18%	20.8%	18.86%	642	603	560
Multiple/No Response	3.77%	4.7%	4.68%	109	135	139
<b>Total Enrollment</b>				2,894	2,894	2970

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	766	778	767
Grade 10	742	748	758
Grade 11	677	698	734
Grade 12	709	670	711
<b>Total Enrollment</b>	2,894	2,894	2,970

### Conclusions based on this data:

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

2. The demographics of the student population has been stable over the past three years with Hispanic students representing the largest portion of our population.
3. Low socioeconomic students make up approximately 48% of the LHS student body. Research shows that low-income students often start off less prepared for school and have difficulty catching up as they age. Achievement as measured by the SBAC is significantly lower than the schoolwide average.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>English Learners</b>	296	276	265	10.2%	9.50%	8.9%
<b>Fluent English Proficient (FEP)</b>	516	549	542	17.8%	19.00%	18.2%
<b>Reclassified Fluent English Proficient</b>	40	43		13.6%	1.50%	

### Conclusions based on this data:

1. Reclassification rates continue to increase from from year to year but are still lower than the school's goals.
2. The academic performance of the increasing number of RFEP students needs to be more closely monitored.
3. Increased efforts to provide parent involvement opportunities are needed.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	693	682	699	682	604	685	682	588	685	98.4	88.6	97.9
All Grades	693	682	699	682	604	685	682	588	685	98.4	88.6	97.9

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2622.	2617.	2601	32.55	30.44	27	37.24	33.67	31	18.33	20.92	23	11.88	14.97	17
All Grades	N/A	N/A	N/A	32.55	30.44	27	37.24	33.67	31	18.33	20.92	23	11.88	14.97	17

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	34.75	27.23		47.65	60.27		17.60	12.50	
All Grades	34.75	27.23		47.65	60.27		17.60	12.50	

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	43.91	34.67		41.41	47.56		14.68	17.77	
All Grades	43.91	34.67		41.41	47.56		14.68	17.77	

### 2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	26.69	17.84		62.90	73.07		10.41	9.09	
All Grades	26.69	17.84		62.90	73.07		10.41	9.09	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	41.94	33.39		45.31	59.28		12.76	7.33	
All Grades	41.94	33.39		45.31	59.28		12.76	7.33	

2019-20 Data:

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

**Conclusions based on this data:**

1. LHS needs to increase academic achievement for all students in core subject areas with particular emphasis on the needs of African American students, ELL students, and students with disabilities in the area of English Language Arts.
2. English Learners in mainstream classes need more targeted supports provided by classroom teachers.
3. Collaboration between curricular areas to address listening, speaking and writing standards is necessary.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	692	682		679	589		679	573		98.1	86.4	
All Grades	692	682		679	589		679	573		98.1	86.4	

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2575.	2587.		14.58	13.96		19.00	21.64		25.48	29.67		40.94	34.73	
All Grades	N/A	N/A	N/A	14.58	13.96		19.00	21.64		25.48	29.67		40.94	34.73	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 11	20.62	20.32		25.48	48.34		53.90	31.35				
All Grades	20.62	20.32		25.48	48.34		53.90	31.35				

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	19.00	15.18		46.24	62.13		34.76	22.69	
All Grades	19.00	15.18		46.24	62.13		34.76	22.69	

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18.85	13.09		54.20	68.24		26.95	18.67	
All Grades	18.85	13.09		54.20	68.24		26.95	18.67	

2019-20 Data:

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

**Conclusions based on this data:**

1. LHS needs to increase academic achievement for all students in core subject areas with particular emphasis on the needs of African American students, ELL students, and students with disabilities in the area of mathematics.
2. LHS students need to take more math courses and be provided strategic support.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1575.5	1552.7		1581.0	1542.6		1569.5	1562.4		92	56	
10	1592.7	1562.1		1616.2	1554.7		1568.7	1569.0		52	72	
11	1544.1	1558.4		1526.2	1554.4		1561.6	1561.8		49	65	
12	1590.8	1553.8		1604.8	1547.5		1576.3	1559.7		44	28	
All Grades										237	221	

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	29.35	14.29		43.48	50.00		18.48	26.79		8.70	8.93		92	56	
10	36.54	23.61		42.31	36.11		11.54	26.39		9.62	13.89		52	72	
11	14.29	13.85		28.57	44.62		38.78	30.77		18.37	10.77		49	65	
12	40.91	17.86		34.09	25.00		18.18	35.71		6.82	21.43		44	28	
All Grades	29.96	17.65		38.40	40.72		21.10	28.96		10.55	12.67		237	221	

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	50.00	26.79		34.78	51.79		7.61	12.50		7.61	8.93		92	56	
10	65.38	43.06		17.31	26.39		7.69	16.67		9.62	13.89		52	72	
11	18.37	36.92		40.82	40.00		24.49	15.38		16.33	7.69		49	65	
12	56.82	39.29		25.00	25.00		11.36	17.86		6.82	17.86		44	28	
All Grades	48.10	36.65		30.38	36.65		11.81	15.38		9.70	11.31		237	221	

### 2019-20 Data:

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



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	7.61	3.57		34.78	39.29		43.48	39.29		14.13	17.86		92	56	
10	5.77	11.11		38.46	27.78		40.38	40.28		15.38	20.83		52	72	
11	2.04	1.54		20.41	26.15		57.14	46.15		20.41	26.15		49	65	
12	9.09	7.14		38.64	10.71		36.36	60.71		15.91	21.43		44	28	
All Grades	6.33	5.88		33.33	28.05		44.30	44.34		16.03	21.72		237	221	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	13.04	7.14		77.17	78.57		9.78	14.29		92	56	
10	17.31	16.67		69.23	66.67		13.46	16.67		52	72	
11	6.12	1.54		71.43	76.92		22.45	21.54		49	65	
12	13.64	3.57		68.18	53.57		18.18	42.86		44	28	
All Grades	12.66	8.14		72.57	71.04		14.77	20.81		237	221	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	82.61	75.00		11.96	16.07		5.43	8.93		92	56	
10	86.54	70.83		1.92	16.67		11.54	12.50		52	72	
11	51.02	75.38		30.61	16.92		18.37	7.69		49	65	
12	88.64	71.43		4.55	10.71		6.82	17.86		44	28	
All Grades	78.06	73.30		12.24	15.84		9.70	10.86		237	221	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	20.65	17.86		58.70	55.36		20.65	26.79		92	56	
<b>10</b>	11.54	20.83		69.23	50.00		19.23	29.17		52	72	
<b>11</b>	4.08	4.62		48.98	58.46		46.94	36.92		49	65	
<b>12</b>	13.64	10.71		63.64	39.29		22.73	50.00		44	28	
<b>All Grades</b>	13.92	14.03		59.92	52.49		26.16	33.48		237	221	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	9.78	3.57		79.35	83.93		10.87	12.50		92	56	
<b>10</b>	11.54	4.17		76.92	83.33		11.54	12.50		52	72	
<b>11</b>	14.29	23.08		69.39	60.00		16.33	16.92		49	65	
<b>12</b>	11.36	7.14		84.09	78.57		4.55	14.29		44	28	
<b>All Grades</b>	11.39	9.95		77.64	76.02		10.97	14.03		237	221	

2019-20 Data:

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

**Conclusions based on this data:**

1. Based on available data, our English learners show relative strength in the Speaking category of ELPAC.
2. Based on available data, our English learners need additional support to grow their reading and writing skills, as somewhat/moderately was the largest percentage in these two categories.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2894</b>	<b>50.4</b>	<b>9.5</b>	<b>0.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	276	9.5
Foster Youth	15	0.5
Homeless	35	1.2
Socioeconomically Disadvantaged	1459	50.4
Students with Disabilities	308	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	306	10.6
American Indian or Alaska Native	19	0.7
Asian	281	9.7
Filipino	115	4.0
Hispanic	1409	48.7
Two or More Races	135	4.7
Native Hawaiian or Pacific Islander	25	0.9
White	603	20.8

### Conclusions based on this data:

1. LHS needs to continue to mitigate learning loss due to COVID-19 shutdowns and improving academics, connectedness to school, extracurricular activities, and college preparation.








# School and Student Performance Data

## Overall Performance

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>	
<b>English Learner Progress</b>		
<b>College/Career</b>  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/or career ready.
2. Although the percent of suspended students has been declining slightly each year for the past three years, LHS suspension and expulsion data remains disproportionate. African American students and low-socioeconomic students were suspended at rates significantly higher than their demographic percentages.
3. According to CAASPP results, overall student achievement in ELA and math has remained relatively consistent over the past three years. Proficiency rates were higher across student groups in 11th grade ELA than they were in mathematics both at Lincoln High School and statewide. Significant achievement gaps persist, however. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.

# School and Student Performance Data

## Academic Performance English Language Arts

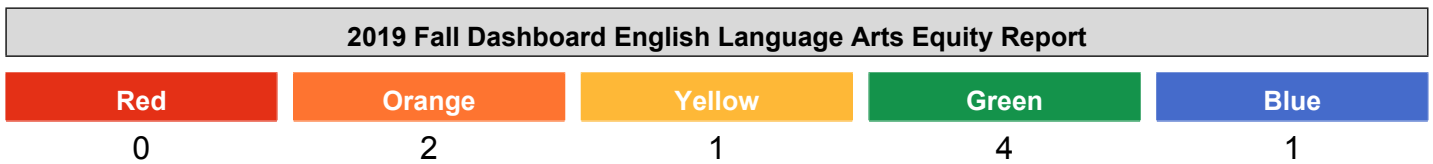
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 41.7 points above standard Increased Significantly ++16 points 663	<p><b>English Learners</b></p> Orange 42.4 points below standard Declined -3.1 points 89	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Green 14.1 points above standard Increased ++7.5 points 362	<p><b>Students with Disabilities</b></p> Orange 94.2 points below standard Increased Significantly ++20.1 points 63

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 2.4 points below standard Increased ++7.9 points 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 74 points above standard Increased ++10.2 points 86	 Green 65.6 points above standard Increased ++4.5 points 32
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.6 points above standard Increased ++13.4 points 289	 No Performance Color 76.4 points above standard Increased Significantly ++71 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Blue 75.5 points above standard Increased Significantly ++20.3 points 156

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
119.2 points below standard Declined Significantly -52.8 points 41	23.2 points above standard Increased ++4.3 points 48	49.7 points above standard Increased Significantly ++20.3 points 477

**Conclusions based on this data:**

1. According to CAASPP results, overall student achievement in ELA has remained relatively consistent over the past three years.
2. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.
3. English Learners need more support in their mainstream classes.

# School and Student Performance Data

## Academic Performance Mathematics

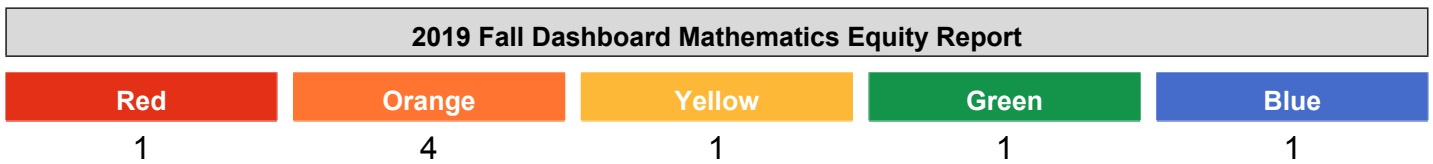
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 50.4 points below standard Maintained ++2.3 points 661	<p><b>English Learners</b></p> Red 127.1 points below standard Declined -11.2 points 89	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Orange 82.8 points below standard Declined -5.7 points 362	<p><b>Students with Disabilities</b></p> Orange 191.6 points below standard Increased Significantly ++18.6 points 63



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 112.8 points below standard Declined Significantly -21.9 points 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 29.1 points above standard Increased Significantly ++28.7 points 86	 Green 2.4 points below standard Increased ++8.1 points 32
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.4 points below standard Maintained -0.5 points 287	 No Performance Color 67.1 points below standard Increased Significantly ++21.8 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 22.2 points below standard Maintained ++0.7 points 156

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
173.8 points below standard Declined Significantly -25 points 41	87.2 points below standard Declined Significantly -49 points 48	45.7 points below standard Increased ++5.9 points 476

#### Conclusions based on this data:

1. Overall student achievement in ELA has remained relatively consistent over the past three years.
2. Economically disadvantaged students, English learners, African American students, and Hispanic students are performing far below their economically advantaged, white, and Asian peers.
3. Students with disabilities show no math achievement growth and remain of high concern.

# School and Student Performance Data

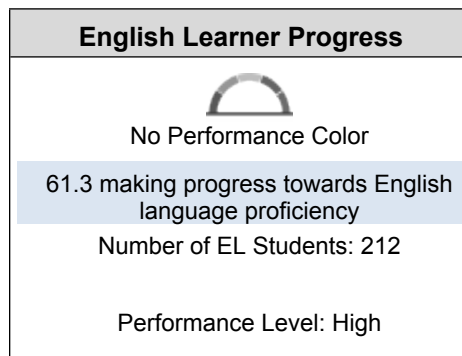
## Academic Performance English Learner Progress

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 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
12.7	25.9	10.3	50.9

#### Conclusions based on this data:

1. English learners are showing strong ELPAC performance as approximately 75% of students scored in the well developed and moderately developed categories.
2. Approximately 16% of English learners scored in the Somewhat Developed stage of language development.
3. Less than 10% of our English learners are in the Beginning Stage of language development.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

The College/Career Measures Only Report is Expected in February 2021

### Conclusions based on this data:

1. Fewer SED students, students with disabilities, and Hispanic students are graduating not prepared for college or career.
2. The Filipino and Hispanic student groups showed a significant decline in college or career readiness.
3. We need an increased focus on College and Career Readiness

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

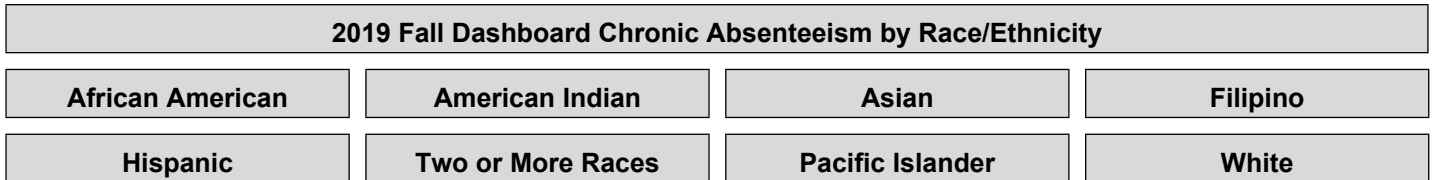
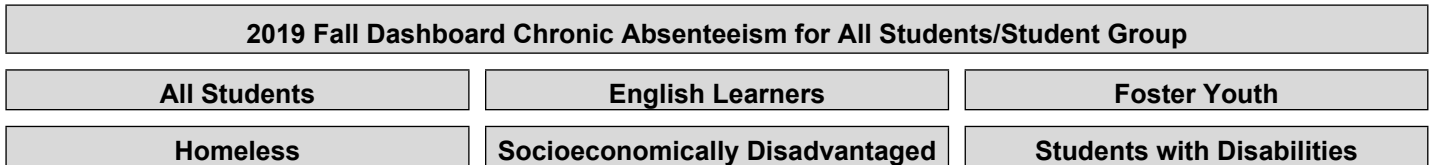
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



### Conclusions based on this data:

1. Overall, Lincoln High maintains a 90% or overall attendance rate. Chronic absenteeism continues to be an issue.
2. SED students had a higher chronic absenteeism than all other subgroups.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	642	615	7	95.8
English Learners	66	61	1	92.4
Foster Youth	4		0	
Homeless	12	8	0	66.7
Socioeconomically Disadvantaged	395	373	7	94.4
Students with Disabilities	61	51	2	83.6
African American	65	61	1	93.8
American Indian or Alaska Native	5		0	
Asian	58	56	1	96.6
Filipino	40	40	1	100
Hispanic	292	278	2	95.2
Native Hawaiian or Pacific Islander	10		0	
White	153	147	2	96.1
Two or More Races	19	19	0	100

### Conclusions based on this data:

1. Graduation rates remain strong overall and amongst all subgroups.
2. The number of fifth year graduates has increased slightly.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

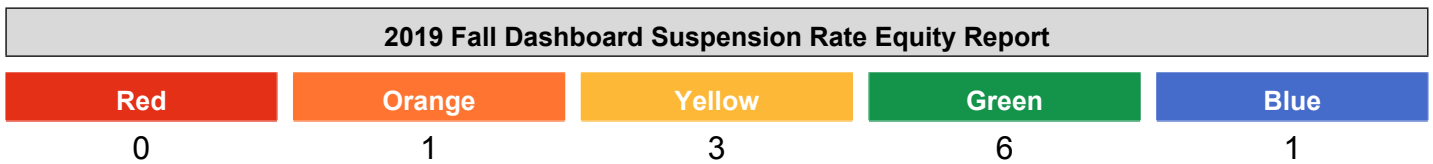
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides information about 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.5</p> <p>Declined Significantly -3.5</p> <p>2991</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.8</p> <p>Declined Significantly -2.3</p> <p>336</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>15.8</p> <p>Declined -30</p> <p>19</p>
<p><b>Homeless</b></p> <p>Green</p> <p>3.2</p> <p>Declined -16.1</p> <p>31</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.8</p> <p>Declined Significantly -3.6</p> <p>1684</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>10.7</p> <p>Declined Significantly -5.6</p> <p>307</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 6.9 Declined Significantly -11.4 364	 No Performance Color 0 Declined -6.7 16	 Green 1.4 Declined -1.3 293	 Orange 2.8 Increased +0.8 143
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.2 Declined Significantly -2.9 1360	 Yellow 7 Declined -1.3 100	 Blue 0 Declined -7.7 36	 Green 3.1 Declined Significantly -2.5 679

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	7	3.5

**Conclusions based on this data:**

- Both the number of LHS students who had one or more suspensions and the number of expulsions have been on the decline since 2017-18.
- Although the percent of suspended students has been declining slightly each year for the past three years, LHS suspension and expulsion data remains disproportionate. African American students and low-socioeconomic students were suspended at rates significantly higher than their demographic percentages. African American students make up 13% of the LHS student population yet comprised 38.1 % of all suspensions.
- Disruption and defiance is the most used disciplinary code. Disruption and defiance suspensions were particularly high amongst African American students who were suspended.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of professional development opportunities offered over the course of the year	15 PD's in 2021-2022	There will be quarterly professional development offerings.
The percent participation from staff in professional developments addressing the WASC school action plan/findings	80 % of the professional developments directly addressed the WASC findings. The percent of staff participating in the professional developments will be determined for the current school year.	100% of the staff will participate in professional developments addressing WASC findings.
Correlation between the collaboration focus topics and the WASC findings.	75% of Monday collaboration days were correlated to WASC findings	75 % of the district wide collaboration time will be correlated to the WASC findings and school action plan.

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

## Strategy/Activity 1

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

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

All students

Strategy/Activity



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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 2**

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

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 4**

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

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

All students, with an emphasis on students with disabilities and English Language Learners

Strategy/Activity

1.4 Offer professional development focused on inclusion, accessibility, and equity for all students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

All students

Strategy/Activity

1.6 Use District-Wide Collaboration Days for vertical articulation within departments and cross-departmental articulation across subjects

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

1.7 Ensure that 100% of courses follow course-aligned syllabi that are accessible to students and parents in multiple locations: Google Classroom, LHS Course Catalog, and the school website

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 8**

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

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

All students

Strategy/Activity

1.8 Further refine math pathways to provide one quality CCSS math curriculum with professional development to support learning

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 9**

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

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

All students

Strategy/Activity

1.9 The English Department will implement the newly adopted curriculum (My Perspectives) for students in English 9-12.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 10**

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

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

All students

Strategy/Activity

1.10 Review behavior support process (discipline) for students with multiple disciplinary and counseling contacts and at-risk students to identify restorative and wellness programs to positively shift unwanted student behaviors.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 11**

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

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

All students

**Strategy/Activity**

1.11 A cohort of science teachers will attend professional developments to work on refining the science course pathways. This includes the chemistry teachers piloting curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

Much of the staff professional development focus was geared towards the WASC, numerous curriculum adoptions, and SVMl. There was a book study on equitable grading in which a few teachers were involved. There are a growing number of teachers that have reflected and addjusted their grading practices. The departments that were piloting curriculum are now in the implementation phase. SVMl professional developments will continue. All professional developments offered supported this goal.

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

Lack of substitutes affected attendance at some professional developments offered.

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 and we will resume work towards best-practices for student achievement. Some changes this year will be the implementation of the adopted English curriculum. In addition, science course pathways will be reviewed by a cohort of science teachers attending PD sessions with the Sacramento Office of Education. The chemistry teachers are piloting much needed NGSS aligned chemistry curriculum.

# 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: All students will have a safe and supportive school environment to promote academic achievement and physical and emotional health.

## Goal 2

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

## Identified Need

The number of students earning low SBAC scores is disproportionate amongst specific subgroups. The number of students with D and F grades is too high. The number of suspensions and expulsions is too high and is disproportionate amongst specific subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level data for semester 1 & 2	% of LHS students earning one or more D's or F's in 2021-22 (semester 2) Overall - 45 % 9th grade - 48 % 10th grade - 48 % 11th grade - 47 % 12th grade - 38 %	Less than 35% of LHS students will earn a D or F in 2022-23
College and Career Readiness data	There were college and career awareness opportunities offered through the college and career center based on student sign ups.	Quarterly college and career awareness opportunities will be provided (9-12)
Suspension Data	197 (7 %) students had one or more days of suspension 41(1.5%) students were expelled in 2021-22.	There will be a 25 % decrease in the amount of students suspended for one or more days of suspension and in the amount of students expelled.
Youth Truth survey data	Youth Truth Data: % Positives Schoolwide Engagement: 47 Academic Challenge: 61 Culture: 22 Belonging & Peer Collaboration: 42 Relationships: 31	There will be an increase in positive student responses on the annual Youth Truth survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	College & Career Readiness: 30	

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 hold all parties accountable for supporting student progress.

#### 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 and create improvement plans for courses or teachers who are issuing more than 30% D's and F's in any given grading period

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 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 Explore implementation of an advisory time to be offered during the school day and smaller learning communities

**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 Develop and maintain a peer to peer mentoring program.

**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 Create an organized effort to onboard new students throughout the year to include campus expectations for academics and behaviors and how/where to get help

**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 offerings 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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 10**

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

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 11**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 12**

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

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

Sophomores

## Strategy/Activity

2.12 Develop and maintain an annual program(event) 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

There is an excessive amount of students earning 1 or more D's/F's at semester. Almost half of students in 9th, 10th and 11th grades have earned one or more D's/F's. This is an increase from the previous year. There needs to be a systematic process in identifying struggling students and in implementing the interventions for support. It needs to be a school wide effort with common language and procedures.

Students and parents/guardians need information in a variety of ways that informs them of graduation requirements, A-G coursework and other college and career information. The college and career center staff provided some workshops for students to sign up for. We need to implement a series of workshops with this information beginning in the 8th grade and continuing through 12th grade.

There was an increase in suspensions/expulsions from the previous years (school closure time). Despite efforts for a restorative start to the school year, students were struggling with social issues and being back at school in person full time. There were physical altercations and other disciplinary issues. This initiated a "reset" at semester in which policies and procedures were clearly defined on paper and student/staff generated videos were shared.

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

There were significant efforts by the staff to address the needs of the students who were struggling upon returning from distance learning.

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

The goal will remain the same. Actions toward the goal are focused on refining the systems put in place to provide support to address the academic and social emotional needs of the students.

# 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: Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Student with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP data	<p>ELA SBAC percentage of students meeting or exceeding standards (2021-2022)</p> <p>Overall: 60 %</p> <p>SED: 55 %</p> <p>SWD: 13 %</p> <p>EL: 14 %</p> <p>African American: 48 %</p> <p>Asian: 75 %</p> <p>Hispanic: 54 %</p> <p>White: 69 %</p>	<p>ELA SBAC: 80% of Lincoln High Students will meet or exceed standards</p>
Math CAASPP data	<p>Math SBAC percentage of students meeting or exceeding standards: (2021-2022)</p> <p>Overall: 25 %</p> <p>SED: 21 %</p> <p>SWD: 4 %</p> <p>EL: 2 %</p> <p>African American: 11 %</p> <p>Asian: 43 %</p> <p>Hispanic: 17 %</p> <p>White: 36 %</p>	<p>Math SBAC: 80% of Lincoln High Students will meet or exceed standards</p>
Graduation rates	<ul style="list-style-type: none"> <li>Graduation Rates:</li> </ul> <p>Overall: 95 % in 2020-21</p> <p>SED: 94 % in 2020-21</p> <p>SWD: 86 % in 2020-21</p>	<p>The graduation rate will maintain at or above 90% or increase for identified subgroups, and be higher than the state graduation rate</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 89 % in 2020-21 African American: 93% in 2020-21 Asian: 97% in 2020-21 Hispanic: 95 % in 2020-21 White: 94 % in 2020-21	
Youth Truth Survey data	<ul style="list-style-type: none"> <li>College and Career Readiness:                Overall: 41 % in 2020-21                SED: 3.5 % in 2020-21                SWD: 3.9 % in 2020-21                EL: 18.8 % in 2020-21                African American: 36 % in 2020-21                Asian: 65 % in 2020-21                Hispanic: 32 % in 2020-21                White: 44 % in 2020-21</li> </ul>	Each percentage will increase AND exceed the state rates for the subgroup.

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 Implement common syllabi, common pacing and 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 and ELA 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 3**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

3.4 Clarify graduation requirements to ensure ALL students enroll in appropriate courses for graduation, college preparedness, and career readiness

**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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 8**

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

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

All Students



## Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

The percentage of students meeting and exceeding standards on the ELA (SBAC) has declined over the past 5 years to 60 %. EL and our students with disabilities have disproportionately lower achievement in ELA. The scores in Math were steadily increasing over the past five years, with a noticeable decline last year at 25 %. Learning loss from the previous year undoubtedly played a role in this.

Graduation rates (95%) are strong when compared to the state and county. Dual enrollment with San Joaquin Delta College and credit recovery courses are opportunities for students that support the path to graduation.

The college and career readiness percentage (44.3%) is unacceptably low, though it increased slightly. Students with Disabilities and students socio-economically disadvantage have the lowest college and career readiness.

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

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. Students were struggling with more than just academics as they returned to school from distance learning. This included some significant social emotional needs. The LHS staff worked hard to apply restorative practices daily while still maintaining the student expectations for behavior.

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

The goal will remain the same. Changes in the strategies/activities reflect added programs/opportunities for students to support reaching this goal. For example, there is now a full time College and Career Counselor that supports dual enrollment and provides college and career information to staff and students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of syllabi, grading, late-work, and homework policies that are course-alike identical	2021-22 100% 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	Many LHS policies reflect equitable, restorative practice.	All school policies reflect equitable, restorative practices.
Correlation of percent of parent participation on school committees to directly reflect LHS student subgroup percentages.	No Parent committees directly reflects the student population.	All school committees directly reflect the student population.
Correlation of sub-group representation of student participants in student leadership groups (including ASB, Principal's Advisory Committee, Peer Mediation) to directly reflect LHS student subgroup percentages.	One student sub-group, the Principal's Advisory Committee, directly reflects the LHS subgroup percentages.	All student committees will directly reflect the LHS subgroup percentages.
The percent positive responses from the student survey in the area of college and career readiness.	Youth Truth Data: % Positive (Grade Levels) College and Career Readiness 9th grade - 34 %	There will be an increase in positive responses from students in the area of College

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10th grade - 31 % 11th grade - 25 % 12th grade - 31 %	and Career Readiness on the student survey.

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 a Principal's Advisory Committee (PAC) of students to meet with administration monthly 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 stakeholders 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 workshops)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

4.5 Support professional development regarding Equity and Culturally Proficient Education

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 8**

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

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

All Students

Strategy/Activity

4.8 Continue to provide teacher education regarding standards based grading

**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, Principal's Advisory Committee 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)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

Parent groups continue to not be reflective of site demographics. Nor does the number of students that graduate college and career ready or the academic performance on standardized assessments. The development of the principal's advisory committee provided a student voice that is representative of the student population. Along with the Link Crew and Leadership students, there was significant student participation in examining policies, procedures and social events for inclusiveness and equitability.

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

The staff was committed to the review of the policies and procedures. Covid restrictions limited parent involvement last year.

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

The goal will remain the same. The actions were updated to reflect the effort to increase parent involvement and to continue the review of policies/procedures.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Carryover Funds	0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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



# 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
- 6 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Kat Bender	Principal
Flannery LaGrave	Classroom Teacher
Scott Sakoda	Classroom Teacher
Elizabeth Hodson	Classroom Teacher
Babbette Davis	Classroom Teacher
Robert Bobrow	Classroom Teacher
Dan McDaniel	Other School Staff
Jennifer Lorentzen	Other School Staff
Tony Ratto	Parent or Community Member
Sarah Gehrke	Parent or Community Member
Katina Iten	Parent or Community Member
Sable Pedro	Parent or Community Member
Jason Jiang	Secondary Student
Chloe Marlowe	Secondary Student
Hailey McCormack	Secondary Student
Amir Hayes	Secondary Student
Dymond Jackson	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/13/22.

Attested:



Principal, Kat Bender on 10/13/22



SSC Chairperson, Elizabeth Hodson on 10/13/22