SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	Lincoln Continuation High School		
CDS Code	01-61291-0134528		
Revision Date			
Contact Name and Title	Stephen Brady Principal	Email and Phone	sbrady@slusd.us (510) 618-4460
The District Governing Board approved this revision of the SPSA on			

The School's Mission & Vision Statements

Principal's Message
The purpose of Lincoln High School is to provide an alternative education setting for San Leandro Unified School District students to earn a diploma in ways markedly different than the comprehensive high school. Credit deficiency is the main reason students enroll in our continuation high school. We recognize that students have different reasons for being behind in credits (family problems, truancy, relocating, etc.) and that we must provide them with a non-traditional way of earning credits towards graduation. The staff at Lincoln High School works with students individually as young adults to help them gain academic focus, to gear them towards graduating and to prepare them for future scholarly and occupational aspirations. We have high academic and social expectations for all of our students and we encourage them to aspire to greatness.

Lincoln High School is a credit recovery school for students 16 and older who are behind on credits and are willing to work hard to graduate on time. Lincoln offers a personalized learning environment with small classes and student choice about how to earn credits. Lincoln students can take up to seven classes per day, taught from 9:07 a.m. to 2:17 p.m. The after-school program offers enrichment and credit recovery classes. Lincoln High School is accredited by the Western Association of Schools and Colleges, and is a Model Continuation High School in California.

District Vision Statement
The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of

both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

School Mission Statement
The mission of Lincoln High School is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity, and academic excellence.

Philosophy
We believe that everyone is capable of greatness and that is our responsibility to do whatever it takes to ensure the academic, social and emotional success of each student.

School-wide Learner Outcomes

Upon graduation from Lincoln High School, students will:

Become lifelong learners by:
- Acquiring a variety of learning strategies
- Demonstrating knowledge of abilities, strengths, and interests
- Possessing self-confidence in academic capabilities

Develop effective critical thinking and problem-solving skills by:
- Increasing performance levels on standards-based assessments
- Reading, writing and using mathematics at a high school level
- Utilizing essential skills for research and test-taking strategies

Strengthen personal character by:
- Speaking and listening effectively in academic, professional and public settings
- Valuing individual beliefs while allowing for compromise, risk-taking, and collaboration
- Demonstrating punctuality, attendance, attitude, participation and productivity
- Practicing integrity, self-discipline, respect and compassion

Practice active citizenship and concern for others by:
- Negotiating conflicts, while understanding and respecting diversity
- Valuing and participating in service to the community
- Being aware of environmental, political and global issues
- Showing respect to self and others

SCHOOL PROFILE

Serving the students within the community, Lincoln (LAEC) is San Leandro Unified School District's continuation school, serving credit deficient High School students from San Leandro High School (enrollment approximately 2800), from other alternative education sites outside the district, or students who need an alternative setting for high school. San Leandro Unified School District serves approximately 8800 students with eight elementary schools, two middle schools, one comprehensive high school and one alternative education campus (LAEC). Lincoln (LAEC) supports students' options for credit recovery and students can enroll at the age of 16 to recover credits and potentially return to San Leandro High School.

Lincoln Alternative Education Center (LAEC) has expanded to not only meet the needs of the students at Lincoln, but for all students needing an alternative pathway to college and careers. Lighthouse Independent Study Program is located at LAEC to serve students from San Leandro High School and Lincoln. San Leandro Unified School District's goals are to expand alternative programs at LAEC to support all students in the San Leandro Unified School District.

Lincoln (LAEC) offers...
- -Flexible scheduling for work purposes, family obligations, and/or to take part in in the Eden ROP classes off-site.

- -Smaller classroom learning environments (24 to 1)
- -A six period day (9:07am—2:19pm) and opportunities to earn credits beyond the hours of the school
- -Goal setting conferences that start at the orientation and continue throughout year to ensure that the students are on pace to meet their academic, personal, and social goals
- -Individualized approach where students feel cared for and valued
- -Recognition by staff that students arrive at our doors with different stages of readiness
- -Partnership with Chabot Community College to construct an educational pathway that assists students in entering College
- -Weekly collaborative staff meetings that address ways to improve overall student learning outcomes and academic experiences
- -Tiered intervention model that treats whole child
- -Alternative forms of Back to School and Open House where student, and staff, work is showcased and celebrated
- -On-line courses that allow students to work at their own pace, and towards their own interests
- -Implementation of Project Based Learning to improve engagement, and understanding, for students
- -Restorative practices to address conflict in and outside of school
- -Academic pathways that allow students to return to the High School
- -Incorporation of Common Core Standards and 21st Century Learning Skills into academic designs and learning goals
- -On-going COST (Coordination of Services Team) Team meetings to ensure that students are getting access to the right types of service they need
- -Socio-emotional support through .5 counselor, one support therapists, and a drug and alcohol counselor, .
- -A school psychologist, a special education resource teacher, and a para-educator to the meet the needs of students with IEPs (roughly 15% of the population)
- -Open door policy for students, parents, and community members with the Administrative team to receive information and ask pertinent questions

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. We are very proud of some of the informal data that we have been able to gather on our school's progress. Some of the data includes the number of students who have graduated from Lincoln High School, the number of students who have successfully returned back to San Leandro High School, and the number of students that have enrolled in Lincoln. To continue with the growth of Lincoln, we are using our space more wisely to provide students with more access to Lincoln High School. Our goal is to have over two hundred students attend Lincoln at any given time. To do this we will add an personnel in Social Science, and take advantage of the classroom space vacated by the computer lab.

2. We have been able to give students more access to credit recovery options by using our computer based instruction program called Acellus. Teachers have also been able to plan lessons that can scaffold information for our at-risk students and provide project based lessons that encourage student engagement.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

The San Leandro Unified School District uses multiple measures to determine the greatest needs. In an addition to the CA dashboard, the district has established an internal dashboard that all site and district administrators reference. The internal dashboard includes both academic progress indicators as well as behavioral indicators. This dashboard is a cornerstone in our evaluation of programs, curriculum, and services that students receive. After analysis of the CA Dashboard, our internal local indicators of performance and progress, our informal school data, and our community interviews the following areas emerged as the greatest needs:

1. Student performance on STAR Renaissance ELA and Math Diagnostic reveal a need to improve critical reading and numeracy skills.
2. Student performance on SBAC ELA and Math needs to improve to reach at minimum state averages.
3. Student daily attendance must increase.
4. The number of students who enter a junior college or career certification program must increase.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Lincoln High School will:

* Provide before and after school time for students to work on basic skills through teacher tutoring and our blended learning platforms.

* Provide opportunities for teachers to plan lessons that allows students to engage regardless of the academic level, but will provide opportunity to close achievement gap.

* Have more students enter college or a career certification program after they graduate by working with San Leandro Adult School, Eden Area ROP, Chabot and Laney College.

* Provide foundational math support for students.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

At Lincoln, our performance levels have been consistently and significantly below state averages for all students. Specifically, we need to improve the performance of our English language learners and our African American students in both language arts and mathematics.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

LHS will provide differentiated academic support in language arts and math both during the instructional day and before and after school.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

We are very proud of the increasing number of students who have graduated from Lincoln High School, the number of students who successfully return back to San Leandro High School, and the number of students who have enrolled in Lincoln. Yet we know that we need to publicize our efforts and secure greater physical space for our program so that an increasing number of identified high-needs students in our school community will benefit from our actions and services. These we intend to increase and improve student success in terms of credit recovery. We will increase our positive visibility with community meetings, a newsletter, and enhanced communication with parents and the greater community.

In order to continue with our growth, we plan to use our space wisely in order to provide the projected increasing number of students with more access to Lincoln High School. Our goal is to have at least two hundred students attend Lincoln. To do this we are adding a Social Science teacher, which creates a personnel search challenge. Fortunately, we have funds allocated to meet this additional need and a possibly promising hire. We will take advantage of the classroom space vacated by the computer lab by turning it into a classroom. We will utilize meeting space if and when needed for additional instructional space.

As a continuation school, we experienced multiple challenges with extensive demands for multiple courses not customarily taught in a small school with a limited amount of classes available. World languages, music appreciation, and fine art figure as examples. We are increasingly able to facilitate students' greater access to such supplemental credit recovery options by using Acellus software. In our classes we continue to foster resilience for our at-promise students through mentoring and PBIS. Teachers are able to plan lessons which scaffold learning for our at-promise students. We use increasing professional development articulated and shared with us by our central office, emphasizing for example project-based lessons that foster and enhance student engagement. We increase our collaboration with CTE through our cooking and Early Childhood Development classes with Chabot College. We increasingly collaborate

with San Leandro High School, Lincoln Continuation High School, and our Independent Study program as a continuum, a larger educational community and partnering as such.

Our master scheduling strategies, additional instructor, Acellus, mentoring, sophisticated space utilization, mentoring, PBIS, project-based learning, CTE emphases, and ever greater collaboration within our school community all should increase student performance on STAR Renaissance ELA and Math Diagnostics through improving critical reading and numeracy skills as well as CAASPP, reclassification, and CELDT achievement. Additionally, increasing positive emphases on SEL via mentoring, PBIS, increased counseling, and increasing perceptions of community should increase students' daily attendance. Specifically, these embedded strategies should improve the performance of our English language learners and our African American students in both language arts and mathematics.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

Parents have received and completed the School/Parent Compact.

Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	61	43	52	42	51	78.2	85.2
All Grades	55	61	43	52	42	51	78.2	85.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2399.6	2483.2	0	0	0	8	9	35	88	57
All Grades	N/A	N/A	0	0	0	8	9	35	88	57

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	4	24	53	74	43
All Grades	2	4	24	53	74	43

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	7	33	83	67
All Grades	0	0	7	33	83	67

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	4	24	47	74	49
All Grades	0	4	24	47	74	49

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	33	59	64	39
All Grades	0	2	33	59	64	39

Conclusions based on this data:

1. While we predict great growth in the number of students we serve in our continuation school, Lincoln cannot be assured of a stable population of students. Thus, the 11th graders may increase, decrease, or stabilize in number but not in an exact cohort. Students transfer in and out without fixed dates of entry or exit. This suggests participation and achievement rates may be affected adversely.
2. While our overall achievement is disappointing, Lincoln students generally are performing better in English Language Arts/Literacy. This means that our current strategies are promising.
3. Each English Language Arts/Literacy category shows measurable improvement in students' achievement, sometimes exponentially, in being at or near standard. This again tells us that our current strategies are promising.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	61	42	50	41	48	76.4	82
All Grades	55	61	42	50	41	48	76.4	82

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2375.1	2431.0	0	0	0	0	0	8	98	92
All Grades	N/A	N/A	0	0	0	0	0	8	98	92

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	2	6	98	94
All Grades	0	0	2	6	98	94

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	22	25	78	75
All Grades	0	0	22	25	78	75

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	15	48	85	52
All Grades	0	0	15	48	85	52

Conclusions based on this data:

1. While we predict great growth in the number of students we serve in our continuation school, Lincoln cannot be assured of a stable population of students. Thus, the 11th graders may increase, decrease, or stabilize in number but not in an exact cohort. Students transfer in and out without fixed dates of entry or exit. This suggests participation and achievement rates may be affected adversely.
2. An increasing number, while small, is at o near standard. This suggests that our current strategies are promising.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
10								***							
11					78	56	***	11	44	***	11				
12	8	9		50	36	33	42	45	58		9	8			
Total	7	5		40	50	43	47	36	52	7	9	5			

Conclusions based on this data:

1. While we predict great growth in the number of students we serve in our continuation school, Lincoln cannot be assured of a stable population of students. Thus, our CELDT test-takers may increase, decrease, or stabilize in number but not in an exact cohort. Students transfer in and out without fixed dates of entry or exit. This suggests participation and achievement rates may be affected adversely.
2. Our scores are in fact mixed, with some promising movement in the Intermediate level but not in any others.
3. We have no beginning students.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
10								***							
11					78	56	***	11	44	***	11				
12	8	8		50	42	33	42	42	58		8	8			
Total	7	4		40	52	43	47	35	52	7	9	5			

Conclusions based on this data:

1. The bulk of our EL students are Intermediate EL learners.
2. We need to develop ways to identify student growth as they transition from the main campus to our site.
3. We need to identify the students who did not move up a level and design targeted intervention for those students.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17		0.0%
2015-16	5	22.7%
2014-15	1	6.7%

Conclusions based on this data:

1. While we are quintupling our reclassification rate, the numbers (1, 5) are a small sample size.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

The data used to inform the Lincoln High School Site Plan was collected from STAR Renaissance, SBAC, CELDT, California Dashboard, Internal Dashboard, and one on one interviews.

At Lincoln, we hold staff meetings once a month with the entire staff. At these meetings, we discuss the needs of the students and the site as a whole. I also held conversations with each teacher to discuss the needs of our students and how we can better serve them. During the spring semester I did individual student and parent interviews. Some of the questions included:

How have we best served you or your child?

What steps can we take to improve Lincoln?

What skills do wish to acquire before you leave Lincoln?

Students, teachers, and parents were able to speak freely and discuss the support needed for our students' success.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The following themes emerged from the stakeholder input data:

Students need more activities at school that will motivate them to come to school.

Students need more interventions in math and language arts to help close the achievement gap.

Students need more career opportunities in areas that they are interested in.

Our most at-risk students need incentives to motivate them to come to school.

Students need more social and emotional support by adults who have been able to build a rapport with them.

The LHS community needs to continue to build on the safe culture that students feel Lincoln represents.

LHS administrator needs to increase communication between LHS and families by sending a quarterly newsletter and updating the website.

School needs to provide more extra curricular activities like the soccer team, basketball team, and possibly a volleyball team.

School needs to provide more career activities on campus.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
The needs for Lincoln High School that align with goal 1:

Students must receive targeted intervention in language arts and mathematics.

Lincoln needs to continue to support support effective, consistent implementation of district adopted curriculum in ELA, Math, ELD, Science, and Social Science.

Lincoln needs to provide teachers time to plan and implement project-based lessons.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
California State Dashboard Internal Dashboard CAASPP STAR Renaissance District Interim Assessments Interviews		

PLANNED ACTIONS / SERVICES

Action 1

Students to be Served ☒ All ☐ English ☐ Students with ☐ Foster Youth ☐ Low Income ☐

Learners Disabilities

ACTIONS/SERVICES

☒ New ☐ Modified ☐ Unchanged

Amount	12000
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will be provided extra hours to support students with before and after school intervention in Language Arts and Math.
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental materials for ELA, Math, Science, and Social Science
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase of office supplies to support academic programs
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Travel and Professional Development for staff
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Licencing to support academic program
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase classroom materials to support Common Core implementation in Math, ELA, Science, and Social Studies
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase of supplies for Common Core implementation in Math, ELA, Science, and Social Studies.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
California State Dashboard Internal Dashboard CAASPP STAR Renaissance District Interim Assessments Interviews		

PLANNED ACTIONS / SERVICES

Action 1

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Career Pathways teacher will provide instruction for College Career Seminar class and Hospitality Recreation and Tourism

	class
Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will provide after school opportunities for students to engage in pathway instruction, internships, and possible employment
Source	California Career Pathways Trust
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase classroom materials to support Career Pathways
Amount	11,407
Source	Career Pathways Trust Grant
Budget Reference Expenditure Description	3000-3999: Employee Benefits Benefits for Career Pathway teacher
Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute coverage
Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teachers will provide before or after school opportunities for students to work to close the achievement gap. This gap makes it difficult for students to be successful in community college and certification programs.
Source	California Career Pathways Trust
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Students will participate in college and career field trips

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
SLUSD reports annually on the Suspension Rate Indicator and the Attendance Rate Indicator		

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Teachers will use job embedded collaboration time and monthly staff meetings to discuss the needs for all students.

BUDGETED EXPENDITURES

2017-18

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Lincoln will continue to improve the systems for sending information between the school and the families.
Lincoln will send home a quarterly newsletter the will update families on school information.
Lincoln will translate all materials that are send home.
Lincoln will continue to send home blackboard messages to distribute important information

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported on the CA State Dashboard in the fall.		

PLANNED ACTIONS / SERVICES

Action 1

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

☒ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Lincoln will use translation services to provide translation for all information that is sent home.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Lincoln will continue to work with facilities to maintain a clean, well maintained, user friendly, accessible, and energy efficient campus.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Student survey		

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Lincoln will continue to maintain a safe and clean campus in order provide an optimal learning environment for all students by working closely and collaboratively with maintenance and operations staff.

BUDGETED EXPENDITURES

2017-18

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action **11**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access**: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	181,069.00	0.00	169,474.00	169,474.00
	0.00	0.00	0.00	0.00
Base	16,962.00	0.00	29,067.00	29,067.00
California Career Pathways Trust	154,107.00	0.00	129,000.00	129,000.00
Career Pathways Trust Grant	0.00	0.00	11,407.00	11,407.00
Common Core Standards Implementation Funds	10,000.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	181,069.00	0.00	169,474.00	169,474.00
	3,070.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	79,000.00	0.00	134,000.00	134,000.00
3000-3999: Employee Benefits	11,407.00	0.00	11,407.00	11,407.00
4000-4999: Books And Supplies	26,242.00	0.00	14,000.00	14,000.00
5000-5999: Services And Other Operating Expenditures	7,420.00	0.00	4,067.00	4,067.00
5800: Professional/Consulting Services And Operating Expenditures	53,530.00	0.00	6,000.00	6,000.00
5900: Communications	400.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	181,069.00	0.00	169,474.00	169,474.00
		0.00	0.00	0.00	0.00
	Common Core Standards Implementation Funds	3,070.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	12,000.00	12,000.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	79,000.00	0.00	122,000.00	122,000.00
3000-3999: Employee Benefits	California Career Pathways Trust	11,407.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Career Pathways Trust Grant	0.00	0.00	11,407.00	11,407.00
4000-4999: Books And Supplies	Base	14,842.00	0.00	12,000.00	12,000.00
4000-4999: Books And Supplies	California Career Pathways Trust	8,000.00	0.00	2,000.00	2,000.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	3,400.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	1,720.00	0.00	4,067.00	4,067.00
5000-5999: Services And Other Operating Expenditures	California Career Pathways Trust	5,700.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	1,000.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	California Career Pathways Trust	50,000.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	3,530.00	0.00	0.00	0.00
5900: Communications	Base	400.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	28,067.00	28,067.00
Goal 2	140,407.00	140,407.00
Goal 3	0.00	0.00
Goal 4	1,000.00	1,000.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stephen Redmond	X				
Melanie Blagburn		X			
Josh Kampling		X			
Maria Carvalho			X		
Shirley Beale				X	
Steven Lawson				X	
Emily Torres					X
Marco Torres					X
Shaun Hale			X		
Numbers of members of each category:	**1**	**2**	**2**	**2**	**2**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]	State Compensatory Education Advisory Committee	Signature
[ ]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 6/8/17.

Attested:

Stephen Brady		9/7/2017
Typed Name of School Principal	Signature of School Principal	Date
Stephen Brady		9/7/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date