School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Lincoln Continuation High School
Address	2600 Teagarden St. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-0134528
Principal	Matthew Steinecke
District Name	San Leandro Unified School District
SPSA Revision Date	May 2019
Schoolsite Council (SSC) Approval Date	May 21, 2019
Local Board Approval Date	June 18,2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission Statement

Lincoln Alternative Education Center's mission is to meet the educational, social, and emotional needs of our diverse student population in a supportive and safe environment that encourages students to develop enthusiasm for life-long learning and pursuit of post-high school opportunities.

Vision Statement

We empower students to develop 21st Century skills for success in a global society. The Alternative program focuses on developing the "whole child" by emphasizing transferable skills and knowledge that will lead to active citizenry, community sustainability, and individual success.

At Lincoln, we focus on our district's Graduate Profile:

Be Critical Thinkers
- Anticipate, persevere and reflect
- Are open and curious
- Are flexible and creative

Have Healthy Mind and Body

- Pursue a passionate, joyful and vibrant life

Communicators and Collaborators
- Listen
- Deliver information effectively
- Collaborate

Communicators and Collaborators
- Listen
- Deliver information effectively
- Collaborate

Ethical and Cultural Leaders
- Act with integrity and respect for self and others
- Initiate actions and are committed to shaping a better community and world

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

Throughout the 18-19 school year, Lincoln was involved in the WASC accreditation process that involved staff, student and parent input. Using this process, we informed our plan for the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	23.1%	28.5%	24.52%	30	41	38
Asian	3.1%	3.5%	3.87%	4	5	6
Filipino	3.1%	4.2%	3.23%	4	6	5
Hispanic/Latino	63.1%	56.3%	58.71%	82	81	91
Pacific Islander	2.3%	2.1%	1.94%	3	3	3
White	3.1%	4.2%	5.81%	4	6	9
Multiple/No Response	2.3%	%	%	3		
			Total Enrollment	130	144	155

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
155	**71.6%**	**21.3%**	**0.6%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	33	21.3%
Foster Youth	1	0.6%
Homeless	10	6.5%
Socioeconomically Disadvantaged	111	71.6%
Students with Disabilities	17	11.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	24.5%
Asian	6	3.9%
Filipino	5	3.2%
Hispanic	91	58.7%
Two or More Races	3	1.9%
Pacific Islander	3	1.9%
White	9	5.8%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Graduation Rate**  Orange	**Suspension Rate**  Red
Mathematics  Red		
English Learner Progress  No Performance Color		
College/Career  Red		

School and Student Performance Data

Academic Performance
English Language Arts

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 No Performance Color	 No Performance Color
172.3 points below standard	162.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -23.3 points	12 students	1 students
36 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	170.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	Declined -4.7 points	3 students
	27 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 161.3 points below standard Declined -11.6 points 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 10 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	203.2 points below standard Declined -58.4 points 14 students

School and Student Performance Data

Academic Performance
Mathematics

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 No Performance Color	 No Performance Color
248.3 points below standard	230 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -33.7 points	12 students	1 students
35 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	246.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2 students	Declined -34.3 points	3 students
	26 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 246.7 points below standard Declined -35 points 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 10 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	252.2 points below standard Declined -42.1 points 13 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
39	56.4%	23.1%	20.5%	

School and Student Performance Data

Academic Performance
College/Career

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.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 No Performance Color	 No Performance Color
0% prepared	0% prepared	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.2%	Maintained 0%	3 students
92 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0% prepared	0% prepared
4 students	Declined -3.3%	Maintained 0%
	70 students	14 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0% prepared Maintained 0% 25 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 0% prepared Declined -5.3% 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
Prepared	3.2 **Prepared**	0 **Prepared**
Approaching Prepared	11.7 **Approaching Prepared**	6.5 **Approaching Prepared**
Not Prepared	85.1 **Not Prepared**	93.5 **Not Prepared**

School and Student Performance Data

Academic Engagement
Graduation Rate

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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 No Performance Color	 No Performance Color
73.9% graduated	75% graduated	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.8%	Increased +8.3%	3 students
92 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	72.9% graduated	78.6% graduated
4 students	Maintained -0.9%	Declined -3.2%
	70 students	14 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
88% graduated	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +11.8%		2 students	3 students
25 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Red	No Performance Color	No Performance Color	No Performance Color
66.7% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -14%	2 students	2 students	4 students
54 students			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
78.7% graduated	73.9% graduated

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	1	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	 No Performance Color
17.7% suspended at least once	14.8% suspended at least once	Less than 11 Students - Data Not
Increased 9.7%	Increased 9.3%	5 students
243 students	54 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Yellow
Less than 11 Students - Data Not	19.8% suspended at least once	9.1% suspended at least once
10 students	Increased 14.3%	Declined -0.6%
	177 students	33 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
27.1% suspended at least once	0 Students	Less than 11 Students - Data 9 students	Less than 11 Students - Data 7 students
Increased 11.3%			
59 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
12.9% suspended at least once	Less than 11 Students - Data 9 students	Less than 11 Students - Data 3 students	31.3% suspended at least once
Increased 7.9%			Increased 23.6%
140 students			16 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
	8% suspended at least once	17.7% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

District 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.

SITE: Lincoln Alternative Education High School will provide every student with engaging, responsive and personalized learning experiences that emphasize
academics and global competencies (critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.
Students must receive targeted intervention in language arts and mathematics.
Lincoln needs to continue to 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.

Goal was informed by

California State Dashboard
CAASPP
STAR Renaissance (Illuminate)
District Interim Assessments
Interviews
ELPAC

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator is reported annual via the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 4, 7, & 8 - Pupil Achievement, Course Outcomes, & Pupil Outcomes • College and Career Indicator as reported on the CA State Dashboard	• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate Indicator status by 1% to 5% from the previous year. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.	• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate Indicator status by 1% to 5% from the previous year. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

All students will have access to CCSS aligned curriculum and materials.

High-Interest, Young Adult Literature (Reading with Relevance)

Students to be Served by this Strategy/Activity

All Students

Timeline

2019 2020 (on-going)

Person(s) Responsible

Principal, teachers, Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.
Amount	2000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials for ELA, Math, Science, and Social Science
Amount	2000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Purchase classroom supplies to support academic programs - manipulatives and hands on activities
Amount	2067
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference Travel and Professional Development for staff
Amount	8000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Purchase classroom materials to support Common Core implementation in Math, ELA, Science, and Social Studies

Strategy/Activity 2

Utilize Subject Lab periods to provide targeted and specific designated ELD supports.

Students to be Served by this Strategy/Activity

EL students

Timeline

2019 2020 (on-going)

Person(s) Responsible

Principal,Counselor,Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

Staff will engage in weekly opportunities to plan thematic PBL units during job embedded time

Students to be Served by this Strategy/Activity

All students

Timeline

2019 2020 (on-going)

Person(s) Responsible

Principal , teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

Staff along side site administrator will systematize student support by utilizing case conferences, SST, COST, SART and SARB process.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019 2020 (on-going)

Person(s) Responsible

Administrator, Counselor, teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

DISTRICT 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.
SITE:
Lincoln High provides an alternative school with supports that create inclusivity that promote college and career readiness.

Goal was informed by

Staff Survey
Student Survey
Parent Survey
Principal walkthrough observations.
CA Dashboard
Community College enrollment and retention data
WASC self-study and visiting committee report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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 at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline	Expected Outcome
• Academic Indicator for Mathematics, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator is reported annual via the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who are placed in the prepared level on College and Career Indicator by 4% - 9% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

Utilize trauma-informed practices and positive behavioral supports in classrooms, offices and all spaces on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 ongoing during monthly staff trainings

Person(s) Responsible

Administrator and counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.
Amount	4,200
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Services for work based learning and college readiness
Amount	1319
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Positive Behavior Supports services

Strategy/Activity 2

Develop system to reconnect to the ten year plans for students that were developed in their 9th grade year.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 ongoing

Person(s) Responsible

Admin
Counselor
College/Career Teacher
Other staff

Proposed Expenditures for this Strategy/Activity

Amount	60,000
Source	Other
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Career Pathways teacher will provide instruction for College Career Seminar class and Hospitality Recreation and Tourism class
Amount	2500
Source	General Fund
Budget Reference	4000-4999: Books And Supplies

Description	Get Focused, Stay Focused Module 1-3 to continue activities for college and career readiness

Strategy/Activity 3

Further develop our Before/After School Program to provide meaningful and relevant activities for students.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019- 2020 ongoing

Person(s) Responsible

Administrator
Counselor
Staff
Director of Intervention and Support

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	ASSET Related actions and services

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.
Site: Lincoln will continue to participate in district training, particularly around PBL and curriculum resources, and collaborate with SLHS and the Adult School to assist our students in reaching their high school goals. This includes creating and sustaining partnerships with post secondary options.

Goal was informed by

Parent Survey
Student Survey
Website hits
Parent Input
WASC process

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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 at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status

Metric/Indicator	Baseline	Expected Outcome
• English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator as reported on the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

Create a schedule to meet with district coaches, SLHS and Adult School staff to establish scope and sequence of collaborative goals.

Students to be Served by this Strategy/Activity

All students

Timeline

Summer 2019 - 2020

Person(s) Responsible

Administrator , Teaching Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 2

Use Aeries Communication to communicate regularly with families about activities and events at Lincoln.

Students to be Served by this Strategy/Activity

All students

Timeline

2019 - 2020 Ongoing

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. Weekly and monthly communication through Aeries and website. Weekly positive call homes to parents/guardians to celebrate the growth of their child.

Strategy/Activity 3

Ensure implementation of researched base curriculum and standards to assist our EL students

Students to be Served by this Strategy/Activity

English Learners

Timeline

2019 - 2020 Ongoing

Person(s) Responsible

Principal
Designated ELD teachers
Counselor
District instructional coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

Host and facilitate monthly parent nights or mornings to receive input and feedback as well as provide parent education topics that are of interest to them and available to them in multiple languages.

Students to be Served by this Strategy/Activity

All students

Timeline

2019 - 20220 occurring monthly

Person(s) Responsible

Administrator
Counselor
Translators

Proposed Expenditures for this Strategy/Activity

Amount	647
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hourly compensation for translator
Amount	600
Source	General Fund
Budget Reference	0000: Unrestricted
Description	Food and supplies to support parent engagement

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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 to utilize Aeries Communication as the platform for communication.

Goal was informed by

WASC visiting report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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 at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator as reported on the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	• Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 • Increase the percentage of high school graduates who are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.	• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 • Increase the percentage of high school graduates who are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

Utilize resources to update website in a timely manner to assure consistency in messaging to families about all aspects of instructional programs and parent and community events.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019 2020 Ongoing

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	647
Source	Translation Budget
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Lincoln will use translation services to provide translation for all information that is sent home.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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

Goal was informed by

Goal 5 strategies and activities were informed by CA Healthy Kids Survey, Parent and Community Member feedback, Measure J1 Planned Improvements, District LCAP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

Utilize work order system to submit issues

Students to be Served by this Strategy/Activity

All

Timeline

2019 - 2020 ongoing

Person(s) Responsible

Principal and custodial staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 2

Empower students to take care of and help clean up the campus.

Students to be Served by this Strategy/Activity

All

Timeline

2019 - 2020 Ongoing

Person(s) Responsible

Adminstrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Lincoln Alternative Education High School will provide every student with engaging, responsive and personalized learning experiences that emphasize academics and global competencies (critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.
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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 23.3 points • Academic Math status for all students and student groups declined by 33.7 points • English Learner Progress status Level 4 = 56.4%, Level 3 = 23.1%, Level 2 = 20.5%, Level 1 = 0 • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator status declined by 4.8% • Maintained a high school dropout rate below the state average for all students.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Graduation Rate Indicator is reported annual via the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 4, 7, & 8 - Pupil Achievement, Course Outcomes, & Pupil Outcomes • College and Career Indicator as reported on the CA State Dashboard	• Increase the Graduation Rate Indicator status by 1% to 5% from the previous year. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who are placed in the prepared level on College and Career Indicator by 4% - 9% over the previous year.	LCFF Priority 4, 7, & 8 - Pupil • Percentage of high school graduates who are placed in the prepared level on College and Career Indicator declined by 3.2%.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will be provided extra hours to support students with before and after school intervention in Language Arts and Math.	Teachers were provided extra hours to support students with before and after school intervention in Language Arts and Math. Supplemental materials for ELA, Math, Science, and Social Science were supported. Purchases of office supplies were made to support academic programs. Conference attendance and Professional Development for staff was supported. Licenses were supported to enhance academic programs. Purchases were made for classroom materials to support Common Core	Teachers will be provided extra hours to support students with before and after school intervention in Language Arts and Math. 1000-1999: Certificated Personnel Salaries Base 12000	Teachers will be provided extra hours to support students with before and after school intervention in Language Arts and Math. 1000-1999: Certificated Personnel Salaries Base 12000
		Supplemental materials for ELA, Math, Science, and Social Science 4000-4999: Books And Supplies Base 2000	Supplemental materials for ELA, Math, Science, and Social Science 4000-4999: Books And Supplies Base 2000
		Purchase of office supplies to support academic programs 4000-4999: Books And Supplies Base 2000	Purchase of office supplies to support academic programs 4000-4999: Books And Supplies Base
		Conference attendance and Professional	Conference attendance and Professional

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	implementation in Math, ELA, Science, and Social Studies.	Development for staff 5000-5999: Services And Other Operating Expenditures Base 2067	Development for staff 5000-5999: Services And Other Operating Expenditures Base 2067
		Licensing to support academic program 5000-5999: Services And Other Operating Expenditures Base 2000	Centralized services to support programs at the school site.District-supported implementation of Edgenuity 0
		Purchase classroom materials to support Common Core implementation in Math, ELA, Science, and Social Studies 4000-4999: Books And Supplies Base 4000	Purchase classroom materials to support Common Core implementation in Math, ELA, Science, and Social Studies 4000-4999: Books And Supplies Base 4000

Analysis

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

Overall implementation of the strategies and activities have not yet met the expectations that we have placed but we are making some movement towards our articulated goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities are beginning to show some effectiveness in supporting the instructional program with certain identified groups as evidenced by our increased reclassification rate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

There are few changes that are planned in this goal and we will continue to increase our outcomes for each of our actions and services. Ee have indicated this in planned goals for prioritizing PBL projects and attention to student health and well being.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Lincoln High strives to promote an alternative space with supports that create inclusivity that promote college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • 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 at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator is reported annual via the CA State Dashboard • High School dropout rate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 23.3 points • Academic Math status for all students and student groups declined by 33.7 points • English Learner Progress status Level 4 = 56.4%, Level 3 = 23.1%, Level 2 = 20.5%, Level 1 = 0 • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator status declined by 4.8% • Maintained a high school dropout rate below the state average for all students. LCFF Priority 4, 7, & 8 - Pupil • Percentage of high school graduates who are placed in the prepared level on College and Career Indicator declined by 3.2%.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who are placed in the prepared level on College and Career Indicator by 4% - 9% over the previous year.	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Career Pathways teacher will provide instruction for College Career Seminar class and Hospitality Recreation and Tourism class	Career Pathways teacher provided instruction for College Career Seminar class and Hospitality Recreation and Tourism class	Career Pathways teacher will provide instruction for College Career Seminar class and Hospitality Recreation and Tourism class 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 75000	Career Pathways teacher will provide instruction for College Career Seminar class and Hospitality Recreation and Tourism class 1000-1999: Certificated Personnel Salaries 75000
		Teachers will provide after school opportunities for students to engage in pathway instruction, internships, and possible employment California Career Pathways Trust 40000	Teachers will provide after school opportunities for students to engage in pathway instruction, internships, and possible employment 40,000
		Purchase classroom materials to support Career Pathways 4000-4999: Books And Supplies California Career Pathways Trust 2000	Purchase classroom materials to support Career Pathways 4000-4999: Books And Supplies 2000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Benefits for Career Pathway teacher 3000-3999: Employee Benefits Career Pathways Trust Grant 11,407	Benefits for Career Pathway teacher 3000-3999: Employee Benefits 11,407
		Substitute coverage 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 2000	Substitute coverage 1000-1999: Certificated Personnel Salaries 2000
		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. 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 5000	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. 1000-1999: Certificated Personnel Salaries 5000
		Students will participate in college and career field trips 5800: Professional/Consulting Services And Operating Expenditures California Career Pathways Trust 5000	Students will participate in college and career field trips 5800: Professional/Consulting Services And Operating Expenditures 5000

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

GOAL #3: Collaborative and Engaged District Culture

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • 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 at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator as reported on the CA State Dashboard • High School dropout rate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020 LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020 LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 23.3 points • Academic Math status for all students and student groups declined by 33.7 points • English Learner Progress status Level 4 = 56.4%, Level 3 = 23.1%, Level 2 = 20.5%, Level 1 = 0 • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator status declined by 4.8% • Maintained a high school dropout rate below the state average for all students. LCFF Priority 6 - School Climate • Increased Suspension rate status by 9.7% • Maintained the district expulsion rate at or below the state average for all students and student groups.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will use job embedded collaboration time and monthly staff meetings to discuss the needs for all students.	Teachers used job embedded collaboration time and monthly staff meetings to discuss the needs for all students.	Centralized services to support programs at the school site. Teachers will use job embedded collaboration time and monthly staff meetings to discuss the needs for all students. 0	Centralized services to support programs at the school site. Teachers will use job embedded collaboration time and monthly staff meetings to discuss the needs for all students. 0

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • 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 at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator as reported on the CA State Dashboard • High School dropout rate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups.	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 23.3 points • Academic Math status for all students and student groups declined by 33.7 points • English Learner Progress status Level 4 = 56.4%, Level 3 = 23.1%, Level 2 = 20.5%, Level 1 = 0 • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator status declined by 4.8% • Maintained a high school dropout rate below the state average for all students. LCFF Priority 4, 7, & 8 - Pupil • Percentage of high school graduates who are placed in the prepared level on College and Career Indicator declined by 3.2%.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	• Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 • Increase the percentage of high school graduates who are placed in the prepared level on College and Career Indicator by 4% - 9% over the previous year.	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide translation services for all communications	We were able to provide translation for many of the communications	Lincoln will use translation services to provide translation for all information that is sent home. 5800: Professional/Consulting Services And Operating Expenditures Base 800	Lincoln will use translation services to provide translation for all information that is sent home 5800: Professional/Consulting Services And Operating Expenditures Base 800
		Centralized services to support programs at the school site. Utilize Aeries Communications 0	Centralized services to support programs at the school site. Utilize Aeries Communications 0

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Collaborated with maintenance and custodial staff to maintain and address situations.	Centralized services to support programs at the school site. Collaborated with maintenance and custodial staff to maintain and address situations. 0	Centralized services to support programs at the school site. Collaborated with maintenance and custodial staff to maintain and address situations. 0

Analysis

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

Work orders were efficient in communicating and rectifying needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	83,980.00

Allocations by Funding Source

Funding Source	Amount	Balance
Base	19,586.00	0.00
General Fund	3,747.00	0.00
Other	60,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	19,586.00
General Fund	3,747.00
Other	60,000.00
Translation Budget	647.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Matthew Steinecke	Principal
Carl Keys	Classroom Teacher
Josh Kampling	Classroom Teacher
Maria Carvalho	Other School Staff
Shirley Beale	Parent or Community Member
Althea Battle	Parent or Community Member
Jordan Williams	Secondary Student
Dabrelle Love	Secondary Student
Anniyah McLean	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

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 May 29, 2019.

Attested:



Principal, Matthew Steinecke on May 29, 2019



SSC Chairperson, Matthew Steinecke on May 29, 2019