School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Continuation High School	01-61291-0134528	December 2, 2020	December 15, 2020

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Lincoln High is in ATSI for academic engagement for college and career indicator and climate (suspension) for Hispanic subgroup. This plan also targets specific actions for our EL students as well as those who are identified in our dashboard data.

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

Lincoln High and San Leandro Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard but specifically will focus on academic engagement for college and career indicator and climate (suspension) for Hispanic subgroup. We have created a comprehensive plan to support the successes and address the struggles of our students. We are working to increase growth in our CCI and increase access for our EL students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Lincoln has continued to use a variety of measures to capture stakeholder input. One such way Lincoln High School leadership has sought to capture stakeholder input is through consistent, open dialogue about the aim of the school, effectiveness of instruction and programmatic design, as well as areas of improvement. One of the challenges we face at our site, is a lack of parental involvement. Seeking ways to improve the ties between the site and parents we utilized our Back to School Night, Open House, ELAC and SSC to get parent input and feedback. These nights were constructed as a way to celebrate the work and the growth of their child, or children, within our school. In addition, our district has conducted several surveys to assess learning during Distance Learning. In addition, we use data from the California Healthy Kids Survey to address the needs of our students.

Parent Feedback:

- Many parents feel that students are engaged and have a connection with their teachers.
- About half of the parents noted that they hoped that there was better peer connection.
- In addition, our parents have noted that wellness supports, school communication and teacher availability are high.

Student Feedback:

- One item that was consistent throughout, was the need for better lunches (Often requesting the need for an open campus, or having the Taco Truck park next in our lot.)
- Many viewed Lincoln as a positive place where the staff really cares about them.
- Students wanted more activities

Staff Feedback:

- Teachers reported really enjoying the students.
- Teachers noted that there is a real need for better supports for our EL students.
- Teachers would like to see more support for SEL and other services.

Classroom Observations

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

Observations were conducted at various times throughout the day to find out about the various types of instruction that is being offered at Lincoln, as well as its effectiveness. While not evaluative in nature, these walkthroughs can assist teachers by becoming a source of data for them to reflect on their practice and progress in meeting their goals. The targeted areas of growth that we sought to examine in the walk throughs were aligned with the District's initiatives.

Based on classroom observations:

- There are strong, positive relationships that exist between the staff and students. Students are often greeted warmly upon entering classrooms.

- Staff has embraced the use of PBL, and has attempted to utilize it with varying degrees of success. Overall, the leadership team found large use of whole group instruction and direct instruction, with some classes using small group, flexible learning environments. Students are often engaged in self-paced projects and classroom lessons.
- Use of technology was largely whole group, individual use, with several examples of using the computers as learning stations. Lincoln has 1:1 Chromebooks that allow classes to utilize Google Suite for learning, producing and sharing learning projects.
- Our shift to Emergency Distance Learning and Distance Learning to start the 20-21 school year has created many opportunities to reimagine learning. Classes are held via Zoom and content is delivered through Schoology our LMS.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Not Meeting Performance Goals
We know that our students have historically not done well on assessments. For the 19-20 school year, state assessments were put on hold.

Meeting Performance Goals
Students feel safe and secure on campus, where their values and interests are valued.

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

Teachers use on going formative assessments in the form of polls, exit tickets and observation during class to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed. In addition, teachers collaborate weekly to modify instruction and plan projects.

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

Teachers have access to PD to better understand and utilize curriculum resources. For the 20-21 school year, the district is looking at several textbook adoptions.

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

The district provides robust PD for teachers in both teacher and learning as well as SEL supports.

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

Instructional coaches are available for support for teachers and administrators. Instructional coaches supports the administration in framing the scope and sequence of professional development.

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

Teachers collaborate weekly with each other to create lessons, problem solve needs and provide increased opportunities for student engagement.

Teaching and Learning

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

We utilize board adopted curriculum that aligns to district and state standards. In addition, curriculum is supplemented with high-interest books, articles, materials and projects that match student interest.

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

N/A

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

N/A

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

All students have access to board adopted curriculum and resources.

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

In addition to board adopted curriculum and site supplemental curriculum, student have access to all courses they need to meet district graduation requirements.

Opportunity and Equal Educational Access

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

Through our curriculum and projects, we tailor supports to support each student and especially our struggling learners. Our teachers understand that students at Lincoln have historically struggled at school. In addition to engaging curriculum, we provide additional opportunities for students to experience success with before school and after school supports.

Evidence-based educational practices to raise student achievement

While we provide students the access to core classes and standards, we tailor our assignments to incorporate student choice and voice. In addition, students are given amply opportunities to track their progress and are given feedback from peers and staff. Our staff understand that students are individuals and therefore will need unique and tailored experiences to learn and grow.

Parental Engagement

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

At Lincoln, we are a credit recovery program at our core, but we are also much more. We are able to connect students with mental health counselors, financial and access support for families, and connect students and families to ongoing supports.

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

Lincoln utilizes our School Site Council and English Learners Advisory Committee for stakeholder planning, input and evaluation of our school program.

Funding

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

hire an EL paraeducator in 20-21

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, YRG, ASSETs grant

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 19-20 school year, we receive input and feedback from parents, students and staff. In addition, we dedicated staff meeting time to provide input on school plan. Although we shifted to Emergency Distance Learning in March 2020, we still were able to get results from the California Health Kids Survey but not the CAASPP. During distance learning 19-20 and 20-21, we continued to survey families to gather more input and utilize our SSC and ELAC for continued stakeholder involvement in our school plan.

Resource Inequities

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

Resource inequities for CCCI and Suspension for Hispanic subgroup was reflected in data analysis to include: a need for college and career exposures for students, support for student engagement and social and emotional needs, support for student literacy to include supplemental support for English Learners and attention to climate regarding attendance and suspension at the school site as a whole. Our students come to Lincoln in either their 11th or 12th grade year. Students are credit deficient for various reasons which often include attendance and SEL concerns. We have been able to identify the need for wrap around services, mental health counseling and connection to work based learning so that students can see immediate and tangible results of their education.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	1.27%			2
African American	24.52%	20.86%	15.92%	38	39	25
Asian	3.87%	1.07%	3.82%	6	2	6
Filipino	3.23%	2.67%	1.91%	5	5	3
Hispanic/Latino	58.71%	67.38%	66.24%	91	126	104
Pacific Islander	1.94%	0.53%	1.91%	3	1	3
White	5.81%	4.81%	5.1%	9	9	8
Multiple/No Response	%	%	1.91%			3
			Total Enrollment	155	187	157

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		2	
Grade 10	3	2	6
Grade 11	53	91	66
Grade 12	99	92	85
Total Enrollment	155	187	157

Conclusions based on this data:

1. Although our enrollment has fluctuated, we can be better at recruiting and sharing our program with families.
2. We did have 2 9th graders 18-19 who moved to 10th grade in 19-20.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	33	49	50	21.3%	26.2%	31.8%
Fluent English Proficient (FEP)	44	52	41	28.4%	27.8%	26.1%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. We've seen an increase in our EL population over the last three years.
2. We continue to have a 0% RFEP rate.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	87	90	93	68	77	78	67	77	78	78.2	85.6	83.9
All	87	90	93	68	77	78	67	77	78	78.2	85.6	83.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2447.	2416.	2440.	0.00	0.00	0.00	1.49	5.19	7.69	19.40	14.29	19.23	79.10	80.52	73.08
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	1.49	5.19	7.69	19.40	14.29	19.23	79.10	80.52	73.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.03	2.60	1.28	36.36	22.08	24.36	60.61	75.32	74.36
All Grades	3.03	2.60	1.28	36.36	22.08	24.36	60.61	75.32	74.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	1.28	9.23	14.29	26.92	90.77	85.71	71.79
All Grades	0.00	0.00	1.28	9.23	14.29	26.92	90.77	85.71	71.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	2.56	53.03	36.36	51.28	46.97	63.64	46.15
All Grades	0.00	0.00	2.56	53.03	36.36	51.28	46.97	63.64	46.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.52	1.30	1.28	25.76	29.87	32.05	72.73	68.83	66.67
All Grades	1.52	1.30	1.28	25.76	29.87	32.05	72.73	68.83	66.67

Conclusions based on this data:

1. Overall, our students are trending up in ELA scores.
2. Also, overall our listening scores are increasing but our reading scores are decreasing.
3. Since these are 11th graders who take this exam and a vast majority of them are new to Lincoln, we need to plan some targeted supports for them throughout the school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	88	90	95	70	75	78	70	75	77	79.5	83.3	82.1
All	88	90	95	70	75	78	70	75	77	79.5	83.3	82.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2420.	2383.	2390.	0.00	0.00	0.00	0.00	0.00	0.00	1.43	2.67	1.30	98.57	97.33	98.70
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	1.43	2.67	1.30	98.57	97.33	98.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	0.00	2.67	0.00	100.0	97.33	100.0
All Grades	0.00	0.00	0.00	0.00	2.67	0.00	100.0	97.33	100.0

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	17.14	6.67	10.39	82.86	93.33	89.61
All Grades	0.00	0.00	0.00	17.14	6.67	10.39	82.86	93.33	89.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	35.71	36.00	24.68	64.29	64.00	75.32
All Grades	0.00	0.00	0.00	35.71	36.00	24.68	64.29	64.00	75.32

Conclusions based on this data:

1. Lincoln continues to score the lowest in math and it looks as if we are trending lower.
2. Since these are 11th graders who take this exam and a vast majority of them are new to Lincoln, we need to plan some targeted supports for them throughout the school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*		*		*		*	
Grade 11	1581.2	1487.8	1591.9	1468.1	1569.9	1507.1	21	28
Grade 12	1572.7	1433.0	1586.7	1415.9	1558.1	1449.4	12	21
All Grades							39	49

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	52.38	17.86	*	14.29	*	32.14		35.71	21	28
12	*	9.52	*	19.05	*	9.52		61.90	12	21
All Grades	56.41	14.29	*	16.33	*	22.45		46.94	39	49

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	80.95	21.43	*	17.86		32.14		28.57	21	28
12	*	9.52	*	23.81	*	9.52		57.14	12	21
All Grades	79.49	16.33	*	20.41	*	22.45		40.82	39	49

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	3.57	52.38	57.14	*	39.29	21	28
12	*	0.00	*	33.33	*	66.67	12	21
All Grades	46.15	2.04	41.03	46.94	*	51.02	39	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	95.24	42.86	*	25.00		32.14	21	28
12	100.00	38.10		19.05		42.86	12	21
All Grades	97.44	40.82	*	22.45		36.73	39	49

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.14	57.14	53.57	*	39.29	21	28
12	*	4.76	*	28.57	*	66.67	12	21
All Grades	*	6.12	46.15	42.86	43.59	51.02	39	49

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	3.57	*	67.86	*	28.57	21	28
12	*	0.00	*	61.90		38.10	12	21
All Grades	33.33	2.04	64.10	65.31	*	32.65	39	49

Conclusions based on this data:

1. About half the students assessed fall within the somewhat to well developed in reading and writing.
2. However, overall the majority of our ELs are a Level 1-2.
3. We wonder if this language level has contributed to them being credit deficient.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
187	66.8	26.2	0.5
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	26.2
Foster Youth	1	0.5
Homeless	3	1.6
Socioeconomically Disadvantaged	125	66.8
Students with Disabilities	25	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	20.9
Asian	2	1.1
Filipino	5	2.7
Hispanic	126	67.4
Two or More Races	5	2.7
Pacific Islander	1	0.5
White	9	4.8

Conclusions based on this data:

1. The majority of our students are socioeconomically disadvantaged.
2. Our percentage of EL students continues to grow when compared to overall population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Yellow	**Suspension Rate**  Red
Mathematics  Orange		
College/Career  Orange		

Conclusions based on this data:

1. We have moved from the red to orange in ELA and Math.
2. Overall, we are trending toward growth and are showing promising results.

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  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
145.8 points below standard	157.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++26.4 points	Increased ++4.7 points	1
66	22	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	146.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++24 points	9
	49	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 143.7 points below standard 16	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 145.4 points below standard Increased Significantly 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
156 points below standard 21	Less than 11 Students - Data Not Displayed for Privacy 1	153.7 points below standard Increased Significantly 29

Conclusions based on this data:

1. We have an increase in our SED and Hispanic students performance.
2. Although we have made small gains, we need to continue our focus on ELA skills for our 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  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
242.3 points below standard	253.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6 points	Declined Significantly -23.4 points	1
64	22	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	245.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Maintained ++1.1 points	9
	47	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 266.8 points below standard 16			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 234.5 points below standard Increased ++12.2 points 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
251.8 points below standard 21	Less than 11 Students - Data Not Displayed for Privacy 1	246.4 points below standard Increased ++5.8 points 28

Conclusions based on this data:

1. Our EL students have decreased in their performance.
2. We have an increase in our Hispanic students in math.
3. Although we have made small gains, we need to continue our focus on math for our students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
16.7 making progress towards English language proficiency
Number of EL Students: 48
Performance Level: VeryLow

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
64.5	18.7	8.3	8.3

Conclusions based on this data:

1. Unfortunately, we only have 10-20% of our ELs making progress toward reclassification.
2. We have even a decrease in our ELPI that is very concerning.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	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.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 No Performance Color	 No Performance Color
2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2	0 Students	0 Students
102		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
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
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	2 **Prepared**
6.5 **Approaching Prepared**	6.5 **Approaching Prepared**	16.7 **Approaching Prepared**
93.5 **Not Prepared**	93.5 **Not Prepared**	81.4 **Not Prepared**

Conclusions based on this data:

1. Our Class of 2019 made a 10% increase in approaching preparedness.
2. For the first time since this has been measured and tracked, we have 2% or 1 student that was prepared based on this measure.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
75.5	66.7	0 Students
Maintained +2.4	Declined -8.3	
102	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	72.1	Less than 11 Students - Data Not Displayed for Privacy
4	Maintained -0.8	9
	68	

2019 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
79	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 -9.1	1	5	3
19			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
73.9	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
Increased +8.4	4	1	4
65			

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
73.1	75.5

Conclusions based on this data:

1. Our overall graduation rate has increased with a 8% increase for our Hispanic sub group which is 67% of our school's population.
2. However, our EL and African American sub groups have shown a decline in their graduation rate.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Green	 No Performance Color
17.5	5	Less than 11 Students - Data Not 5
Maintained -0.2	Declined -9.8	
240	60	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not 5	18.4	24.2
	Declined -1.4	Increased +15.2
	163	33

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
29.2	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Increased +2	2	7	5
48			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
14.7	Less than 11 Students - Data	Less than 11 Students - Data	8.3
Increased +1.9	8	2	Declined -22.9
156			12

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	17.7	17.5

Conclusions based on this data:

1. We continue to have a high suspension rate especially for our African American sub group, 29%, which only makes up 20% of the school's population.
2. We have a slight decline in our suspension rates for SED students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #1 Teach, Learn and Achieve

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

Targeted intervention in ELA and Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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 • 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	• Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increased the Academic ELA status for all students and student groups by 24 points from the previous year. ****need to update from dashboard • Increased the Academic Math status for all students and student groups by 6 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 • Increased the Graduation Rate Indicator status by 2.4% 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	• 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 5-15 points from the previous year. • Increase the Academic Math status for all students and student groups by 5-10 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will have access to CCSS aligned curriculum and materials.
High-Interest, Young Adult Literature (Reading with Relevance)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.
2000	Base 4000-4999: Books And Supplies Supplemental materials for ELA, Math, Science, and Social Science
2000	Base

	4000-4999: Books And Supplies Purchase classroom supplies to support academic programs - manipulatives and hands on activities
2067	Base 5000-5999: Services And Other Operating Expenditures Conference Travel and Professional Development for staff
8000	Base 4000-4999: Books And Supplies Purchase classroom materials to support Common Core implementation in Math, ELA, Science, and Social Studies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Identify those students who have not met minimum growth targets and prioritize intervention for academic and language proficiency achievement with a particular focus on our English Language Learners (ELLs). Ensure that English Language Development (ELD) instruction is occurring daily. Increase time of our para-educators has been provided during this virtual learning. (District funds) English Language Paraprofessionals continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

Create an ELD section to serve our Level 1-2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Specific assessments to identify needed skills and curriculum to support students

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All student

Strategy/Activity

For Distance Learning engagement and support, we will follow the Tiered Response for Re Engagement During Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We continue to develop and refine curricular supports for our students. For 20-21, we will need to look into tiered academic supports specifically for reading skills.

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

N/A

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.

Increase use of local measures due to distance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #2 Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

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.

Goal 2

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.

Identified Need

Practical application of skills and knowledge to a post high school career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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.	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 • Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	• 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 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 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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		College and Career Indicator by 4% - 9% over the previous year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
60,000	Other 0001-0999: Unrestricted: Locally Defined Career Pathways teacher will provide instruction for College Career Seminar class and Hospitality Recreation and Tourism class
2500	General Fund 4000-4999: Books And Supplies Get Focused, Stay Focused Module 1-3 to continue activities for college and career readiness

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

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

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

Amount(s)	Source(s)
60000	Other ASSET Related actions and services

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Continue utilizing Wellness Together to provide mental health counseling for our students.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Pilot MC3, a pre apprenticeship program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	Other

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop supports and engagement outreach for students and families during distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Hire and train an EL Paraeducator to support English Learner development

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

Amount(s)	Source(s)
21,600	Other 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to shifts to distance learning, we have designed these learning goals and options to support our students.

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

A difference arose when we created our MC3 program and decided to not offer our College/Career program. One issue with College/Career is that we didn't have curriculum for 11th and 12th graders.

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.

Increase use of local measures due to distance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

GOAL #3: Collaborative and Engaged District Culture

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

How do we prepare our staff for teaching, students for learning and parents for suppot during Distance Learning?

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 • 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	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 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%	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 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
reports findings to the local school board and the CA State Dashboard.	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.	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional development and collaborations for teachers to build an engaged school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Other Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use Parent Square to communicate regularly with families about activities and events at Lincoln.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 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

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have been able to offer PD and trainings for our teachers.

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

We continue to have difficulty with parent engagement, but are making a more concerted effort to call every family.

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.

We shifted our focus to the unique needs and opportunities of Distance Learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #4 Family and Community Involvement

LEA/LCAP Goal

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

Goal 4

Lincoln will continue to improve the systems for sending information between the school and the families.
Lincoln will send home weekly updates.
Lincoln will translate all communications.
Lincoln will continue to utilize Parent Square as the platform for communication.

Identified Need

As common in secondary schools, we need to find ways to increase opportunities for our families to connect with our school and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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.	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 • Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	• 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 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	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 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Utilize website and Parent Square to inform our families about all aspects of instructional programs and parent and community events.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Create a functioning and effective ELAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

0	District Funded Centralized support services to ensure a functioning ELAC

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide training and workshops to SSC members

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We continue to look for more ways to have parents and students be involved with our school.

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

N/A

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.

Due to distance learning and the challenges posed, we are finding creative ways to connect with our families. SSC and ELAC are held virtually which allows flexibility in participation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #5 Facilities and Technology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal 5

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

Identified Need

Due to distance learning, our need for and lean on technology is now greater than ever.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Utilize work order system to submit issues

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure that every student has a chromebook to access classes and curriculum.

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

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide hotspots for students that need internet access.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Translation support through technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase software and web servers to increase students' access and engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,700	Base

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have had to focus much more on technology and much less on the facilities due to Distance Learning.

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

Due to Distance Learning, our goals/activities for 20-21 have shifted significantly so that we can respond to the heavy technology needs of our students and staff.

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.

We will have to rely much more on local measures to assess student learning and engagement.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$N/A
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$191,280.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Base	$25,286.00
District Funded	$0.00
General Fund	$3,747.00
Other	$161,600.00
Translation Budget	$647.00

Subtotal of state or local funds included for this school: $191,280.00

Total of federal, state, and/or local funds for this school: $191,280.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Base	19,586.00	-5,700.00
General Fund	3,747.00	0.00
Other	60,000.00	-101,600.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	25,286.00
District Funded	0.00
General Fund	3,747.00
Other	161,600.00
Translation Budget	647.00

Expenditures by Budget Reference

Budget Reference	Amount
	60,000.00
0000: Unrestricted	600.00
0001-0999: Unrestricted: Locally Defined	60,000.00
2000-2999: Classified Personnel Salaries	22,247.00
4000-4999: Books And Supplies	14,500.00
5000-5999: Services And Other Operating Expenditures	7,586.00
5800: Professional/Consulting Services And Operating Expenditures	647.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Base	5,700.00
4000-4999: Books And Supplies	Base	12,000.00
5000-5999: Services And Other Operating Expenditures	Base	7,586.00
	District Funded	0.00
	District Funded	0.00
0000: Unrestricted	General Fund	600.00
2000-2999: Classified Personnel Salaries	General Fund	647.00
4000-4999: Books And Supplies	General Fund	2,500.00
	Other	20,000.00
	Other	60,000.00
0001-0999: Unrestricted: Locally Defined	Other	60,000.00
2000-2999: Classified Personnel Salaries	Other	21,600.00
5800: Professional/Consulting Services And Operating Expenditures	Translation Budget	647.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,067.00
Goal 2	169,619.00
Goal 3	1,247.00
Goal 4	647.00
Goal 5	5,700.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Matthew Steinecke	Principal
Mary D'Agostino	Classroom Teacher
Maria Carvalho	Other School Staff
Karla Estell	Parent or Community Member
Maya Henderson	Parent or Community Member
Malik Ewing	Secondary Student
	Secondary Student
	Secondary Student
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name	
	English Learner Advisory Committee	12/4/20

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 November 19, 2020.

Attested:

DocuSigned by: Matthew Steinecke

Principal, Matthew Steinecke on 12/2/2020

DocuSigned by: KARLA ESTELL

SSC Chairperson, Karla Estell on 12/2/2020