School Year: **2021-2022**

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	May 20, 2021	

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)

X Schoolwide Program

X 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 and achievement 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 observable 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 the students 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 Lincoln promotes academic success for all students and treats them with respect.
- During "reopening" of school, about half of families wanted to return to in person learning and half wanted to stay in the distance learning model.
- In addition, our parents have noted that wellness supports, school communication and teacher availability are high.

Student Feedback:

- Many viewed Lincoln as a positive place where the staff really cares about them and have high expectations.
- Although the majority of the students report high on self-efficacy, self-awareness, problem-solving and peer/adult supports, there is still about 50% of students that report chronic sadness
- Students reported very low occurrences for AOD lifetime use.

Staff Feedback:

- Teachers reported that they foster caring relationships with students and maintain high expectations.
- Teachers noted that there is a real need for better supports for our EL students.
- Teachers would like to see more professional development around supporting students exposed to trauma and more student access to counseling and support 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.

Classroom visits (through Zoom) were conducted at various times throughout the day to observe instruction and learning activities. While not evaluative in nature, these classroom visits can assist teachers to reflect on their practice and progress in meeting their goals. Our focus for the 20-21 school year was on student engagement and motivation.

Based on classroom observations:

- There are strong, positive relationships that exist between the staff and students.
- Overall, teachers use 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.
- The majority of teachers used various technology tools (Nearpod, Newsela, Kahoot, Ed Puzzle, Google Tools, YouTube and various online resources) to enhance their instruction and student access to content.
- Teachers have used Schoology as their LMS extensively which allows consistency for students to information about classroom activities and progress toward class goals.

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 20-21 school year, we had very little participation in our common assessments through STAR Ren.

Meeting Performance Goals
Students feel valued by staff and Lincoln.

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

Teachers use on-going formative assessments through daily work review, exit tickets, surveys 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 had many PD opportunities to adjust to distance learning and support student learning during the pandemic. In the 20-21 school year, the district adopted new curriculum in Science and Social Studies and provided multiple PD for implementation. For 21-22, we will focus on implementing these new resources for our students.

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

The district provides robust PD for teachers in curriculum, instruction, content standards as well as SEL supports. In addition, the district started staff wellness workshops.

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

Instructional coaches are available to support for teachers and administrators. In addition, instructional coaches support 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, projects and technology 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 in school and need voice/choice in demonstrating learning. In addition to engaging curriculum and instruction, we provide additional opportunities for students to receive support before school, at lunch and after school.

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. For the 21-22 school year, we analyze and adjust our credit/grade policies following the Grading for Equity framework.

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. For the 21-22 school year, we will have a new Intervention Counselor position to further assist our students and families.

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)

Hired a part-time EL paraeducator in 20-21, this position will be full time in 21-22.

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 20-21 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 most the year Aug-March we were in distance learning and shifted to hybrid April 12, we still were able to get results from the California Health Kids Survey but not the CAASPP, since we used local assessments. During distance learning 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	1.27%	%		2	
African American	20.86%	15.92%	14.9%	39	25	25
Asian	1.07%	3.82%	1.8%	2	6	3
Filipino	2.67%	1.91%	3.0%	5	3	5
Hispanic/Latino	67.38%	66.24%	71.4%	126	104	120
Pacific Islander	0.53%	1.91%	1.2%	1	3	2
White	4.81%	5.1%	2.4%	9	8	4
Multiple/No Response	%	1.91%	1.2%		3	9
			Total Enrollment	155	187	168

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	2		
Grade 10	2	6	
Grade 11	91	66	64
Grade 12	92	85	104
Total Enrollment	187	157	168

Conclusions based on this data:

1. Although our enrollment has fluctuated a little, we have continued to accept students who want to or need to attend Lincoln.
2. Our 12th grade enrollment has increased this school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	49	50	58	26.2%	31.8%	34.5%
Fluent English Proficient (FEP)	52	41	46	27.8%	26.1%	27.4%
Reclassified Fluent English Proficient (RFEP)	0	0	1	0.0%	0.0%	2.0%

Conclusions based on this data:

1. We've seen an increase in our EL population over the last three years.
2. We have seen an increase, although small, in our RFEP students for 20-21.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	93	78	84	78	0	10	77	0	10	83.9	0	12
All	93	78	84	78	0	10	77	0	10	83.9	0	12

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	2440.		659	0.00		0	7.69		50	19.23		50	73.08		0
All Grades	N/A	N/A	N/A	0.00			7.69			19.23			73.08		

**STAR Reading

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. We did not administer the CAASPP in 20-21, but used a local common assessment.
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 and motivation for them throughout the school year.
3. 50% of the students met standards.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	95	78	84	78	0	9	77	0	9	82.1	0	11
All	95	78	84	78	0	9	77	0	9	82.1	0	11

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	2390.		690	0.00		0	0.00		0	1.30		17	98.70		83
All Grades	N/A	N/A	N/A	0.00		0	0.00		0	1.30		17	98.70		83

**STAR Math

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. We did not administer the CAASPP in 20-21, but used a local common assessment.
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.
3. Our students continue not to perform well in math assessments.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade 11	1487.8		1468.1		1507.1		28	
Grade 12	1433.0		1415.9		1449.4		21	
All Grades							49	

*OPTIONAL Summative ELPAC

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
11	17.86		14.29		32.14		35.71		28	
12	9.52		19.05		9.52		61.90		21	
All Grades	14.29		16.33		22.45		46.94		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
11	21.43		17.86	17.86	32.14		28.57		28	
12	9.52		23.81	23.81	9.52		57.14		21	
All Grades	16.33		20.41	20.41	22.45		40.82		49	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
11	3.57		57.14		39.29		28	
12	0.00		33.33		66.67		21	
All Grades	2.04		46.94		51.02		49	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
11	42.86		25.00		32.14		28	
12	38.10		19.05		42.86		21	
All Grades	40.82		22.45		36.73		49	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
11	7.14		53.57		39.29		28	
12	4.76		28.57		66.67		21	
All Grades	6.12		42.86		51.02		49	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
11	3.57		67.86		28.57		28	
12	0.00		61.90		38.10		21	
All Grades	2.04		65.31		32.65		49	

Conclusions based on this data:

1. Because of the suspension on the ELPAC assessment, we don't have data for the 19-20.
2. Although we do not have current ELPAC data, we know that we need to provide strategic supports for our English Learners.

School and Student Performance Data

Student Population

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

2019-20 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.

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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	No Performance Color	No Performance Color	No Performance Color
143.7 points below standard	0 Students	0 Students	0 Students
16			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
145.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.8 points	1		3
46			

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	Less than 11 Students - Data Not Displayed for Privacy	153.7 points below standard
21	1	Increased Significantly ++49.5 points
		29

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Although we don't have comparison data, we know that our students continue to not perform well on standardized tests.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



This section provides number of student groups in each color.

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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Displayed for Privacy
Maintained -0.2	Declined -9.8	5
240	60	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	18.4	24.2
5	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 2	Less than 11 Students - Data 7	Less than 11 Students - Data 5
Increased +2			
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 8	Less than 11 Students - Data 2	8.3
Increased +1.9			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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. We did not have any suspensions in the 20-21 school year.

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

Engage, Educate, Empower

LEA/LCAP Goal

Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Goal 1

Lincoln Alternative Education High School will provide every student with engaging, responsive and personalized learning experiences. Students will receive targeted intervention in ELA and Math while utilizing district adopted curriculum effectively and consistently.

Identified Need

Targeted intervention in ELA and Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 146 pts below standard b. English Learners = 158 pts below standard c. Socioeconomically Disadvantaged = 147 pts below standard d. African American = 144 pts below standard e. Hispanic/Latino = 145 pts below standard	
Academic Indicator for Mathematics - Student Performance based on	Academic Indicator for Mathematics Student Performance based on	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Distance from Standard (from 2019 Dashboard) a. Overall = 242 pts below standard b. English Learners = 253 pts below standard c. Socioeconomically Disadvantaged = 246 pts below standard d. African American = 267 pts below standard e. Hispanic/Latino = 235 pts below standard	
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 11th Grade: 0%	
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 11th Grade: 25%	
English Learner Reclassification Connected to LCFF Priority: 4	SLUSD Data for SY 2020-2021 • LTELs: 9.8% • No student reclassified. ELPAC test was suspended because of COVID - 19 (Most Recent Data from 2020 California Dashboard)	
English Learning Progress Indicator as reported on the CA School Dashboard:	Percentage of current English Learners making progress for SY 2018-2019: 17%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	(Most Recent Data from 2020 California Dashboard)	
Attendance Rate Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 73% b. English Learners = 72% c. Student with Disabilities = 70% d. Homeless = 56% (Local Data)	
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 2516 English Learners = 34% Student with Disabilities = 16% Homeless = 4% Hispanic/Latinx = 62% African American = 12% Asian = 10%	
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of staff members completing yearly required professional development to build capacity to support students through anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning. Connected to LCFF Priority: 1 and 6	Baseline 0% Year 1 30% Year 2 60% Year 3 80-100%	
Percent of teachers new to the district complete training on Project Based Learning Connected to LCFF Priority: 2 and 6	2020-21 = 100%	
Percent of TK-5 and non-math 6-12 teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds. Percent of 6-12 Math teachers implementing Problem-Based Learning activities in their classes, as measured by data collected via Instructional Rounds Connected to LCFF Priority: 6	Baseline 0% Year 1 60% Year 2 80%	
Integration of Project-Based Learning in school site professional development plans, based on Leadership Learning Walks Connected to LCFF Priority: 6	Year 0: Implement Leadership Learning walks Year 1: 4/8 schools have integrated Project-Based Learning into professional development plans	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Year 2: 6/8 schools have integrated Project-Based Learning into professional development plans	
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1. Effective & Meaningful Teaching and Learning
a. Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.

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

1.1. Effective & Meaningful Teaching and Learning
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

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.

Continue ELD section to serve our Level 1-2 EL students and utilize our full time EL para-educator to support 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 3

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

All students

Strategy/Activity

1.1. Effective & Meaningful Teaching and Learning
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

Staff will engage in weekly opportunities to plan and implement adopted curriculum, interventions and project-based 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)
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

1.1. Effective & Meaningful Teaching and Learning
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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

1.2. Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.

Specific assessments to identify needed skills and curriculum to support students. Utilize Grading for Equity framework to examine credits/grades 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)
	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

1.2. Responsive Support Structures for Student Success
b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

Utilize Intervention Counselor to identify, support and monitor 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 7

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

All students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

Utilize Intervention Counselor to identify, support and monitor students.

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

Amount(s)	Source(s)

Strategy/Activity 8

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

All students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

Collaborate with SLHS and Adult School to support access to curriculum and post-secondary options.

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

Amount(s) Source(s)

Strategy/Activity 9

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

All students

Strategy/Activity

1.2. Responsive Support Structures for Student Success
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Use more PBL and Student Choice to engage students in learning and to show relevance of curriculum and school.

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

Amount(s) Source(s)

Strategy/Activity 10

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

All Students

Strategy/Activity

Develop an orientation program for students and families so that they can take full advantage of Lincoln's 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)
1500	Other

Annual Review

SPSA Year Reviewed: 2020-21

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 our academic program for our students. For 21-22, we will use our new Intervention Counselor position to better support and monitor all of our students, but specifically our ELs.

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 assessments to identify student need and inform instruction.

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

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Goal 2

Promote inclusive and equitable programs to develop students' post-secondary education, career, and life goals.

Identified Need

Practical application of skills and knowledge to a post high school path, career or college.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Broad Course of Study	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	
Graduation Rate: Increase graduation rate from previous year Connected to LCFF Priority: 5	SLUSD Graduation Rate for SY 2019-20 a. Overall = 89.0% b. English Learners = 77.0% c. Socioeconomically Disadvantaged = 89.0% d. Students with Disabilities = 80.0% e. Homeless = 85.0% f. African American = 93.0% g. Hispanic/Latinx = 88.1% (Most Recent Data from 2020 California Dashboard)	
Percent of Graduates who completed Career Technical Education Pathway	2020 Graduates with CTE Pathway Completion status All Students = 39% African American = 30%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	Asian = 39% Filipino = 52% Hispanic = 37% White = 46% Two or more races = 29% English Learner = 14% Student with Disabilities = 39% Socio-Economically Disadvantaged = 37%	
College Credit Course: Percent of Graduates who earned College Credits for Academic and/or Career Technical Education Connected to LCFF Priority: 4, 7, and 8	2020 Graduates with College Credit Course All Students = 42% African American = 63% Asian = 19% Filipino = 48% Hispanic = 47% White = 41% Two or more races = 29% English Learner = 60% Student with Disabilities = 80% Socio-Economically Disadvantaged = 45%	
Percentage of students enrolled in Advanced Placement courses a. English Learners b. Black or African American c. Hispanic/Latinx d. Pacific Islander Connected to LCFF Priority: 4, 7, and 8	2019 Percentage of students enrolled in Advanced Placement courses a. English Learners = 6% b. Black or African American = 8% c. Hispanic/Latinx = 37% d. Pacific Islander = 0.4%	
Advanced Placement Exam Passing Rate a. English Learners b. African American c. Hispanic/Latinx	2019 Advanced Placement Exam Passing Rate Total # of Exams = 932 Overall Passing Rate = 54%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
d. Pacific Islander e. Asian f. White g. Filipino Connected to LCFF Priority: 4, 7, and 8	a. English Learners = 5% b. African American = 4% c. Hispanic/Latinx = 26% d. Pacific Islander = 0.3% e. Asian = 46% f. White = 12% g. Filipino = 5%	
Seal of Biliteracy Connected to LCFF Priority: 4, 7, and 8	Percent of Graduating Students who earned the Seal of Biliteracy for SY 2019 - 2020= 19%	
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	SLUSD Data for SY 2020-2021 a. LTELs: 9.8% b. SLUSD Reclassification Rate for SY 2020-21 is 9%. c. SLUSD reclassification rate is 0.4% higher than the state (Most Recent Data from DataQuest)	
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 47% of (Most Recent Data from 2020 California Dashboard)	
Percent of students in Bilingual and Dual Immersion Pathways who score At/Above Benchmark on STAR Reading Spanish Assessment Connected to LCFF Priority: 2, 4, and 7	Percent of Students At/Above Benchmark on 20-21 STAR Reading Spanish Assessment 2nd Grade: 64% 3rd Grade: 71% 4th Grade: 62% 5th Grade: 70%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All students

Strategy/Activity

2.1. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

Implement Fresh Lifelines for Youth Law program into a section of Government class. Continue MC3 program, San Leandro Public Works Job Shadow Program, and ROP.

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.
2500	Base 5000-5999: Services And Other Operating Expenditures Services for work based learning and college readiness

Strategy/Activity 2

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

All students

Strategy/Activity

2.1. Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community

Increase explicit instruction in executive functions through PBL and technology resources.

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

Amount(s)	Source(s)
	Base 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 3

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

All Students

Strategy/Activity

2.1. Centering Ethical and Cultural Leadership
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

Chabot and other post-secondary options support Seniors to apply to college and financial aid.
Career presentations in the building/trades and other post high school options
Before/After school program to allow students to learn new skills and explore career opportunities

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

Amount(s)	Source(s)
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

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

Implementation of EL strategies within all classrooms and projects to ensure embedded EL supports.
Rosette Stone availability for 25 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)
2700	Base 5000-5999: Services And Other Operating Expenditures Rosetta Stone License

Strategy/Activity 5

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

All students

Strategy/Activity

2.2. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

ELD class, embedded EL supports in all classes. Utilize Intervention Counselor for implementation and progress monitoring of supports.

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

Amount(s)	Source(s)
	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 students

Strategy/Activity

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

Increase Staff awareness and use of Trauma Informed practices and community building

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 Utilize district coaches and available staff meetings, PD days

Strategy/Activity 7

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

All Students

Strategy/Activity

2.3. Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

Utilize bell schedule shift that incorporates a daily homeroom/advisory model.

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)
2000	Base

	4000-4999: Books And Supplies Supplies and resources for SEL

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3. Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Continue utilizing Wellness Together to provide mental health counseling for our students.
Increase Staff awareness and use of Trauma Informed practices and community building.

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: 2020-21

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 20-21 school year of distance learning and then shift to hybrid, 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.

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.

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

Equity-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Goal 3

Lincoln staff, with district support, will collaborate and engage around student learning and achievement.

Identified Need

Implementation of new SBE curriculum and support of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	

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

Strategy/Activity 1

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

All students

Strategy/Activity

3.1. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community.

Provide professional development, weekly collaborations and other opportunities for staff to continue to grow a culture of collaboration and student focus
Utilize Grading for Equity framework to examine credits/grades at Lincoln.
Specific coaching and focus on classroom practices to support EL language development
Collaborate with SLHS and Adult School to support access to curriculum and post-secondary options.
Collaborative work between administration and SLTA site reps to open up communication and develop more transparency around school decisions and programming.

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

3.2. Talented and Diverse Workforce
a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

Provide professional development, weekly collaborations and other opportunities for staff to continue to grow a culture of collaboration and student focus
Utilize Grading for Equity framework to examine credits/grades at Lincoln.
Specific coaching and focus on classroom practices to support EL language development
Collaborate with SLHS and Adult School to support access to curriculum and post-secondary options.
Collaborative work between administration and SLTA site reps to open up communication and develop more transparency around school decisions and programming.

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)
5000	Base Hourly to support staff PD and work on school goals outside of the contract day.

Annual Review

SPSA Year Reviewed: 2020-21

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.

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.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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

Serve the needs of our parents as they work to support their children.

Identified Need

We have low turn out at Back to School Night, Open House, ELAC and SSC. We need to ensure we are supporting our parents in ways that they need and find other ways to engage with our families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 6 Completed Parent Survey	
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	

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

4.1. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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)
1263	Translation Budget 5800: Professional/Consulting Services And Operating Expenditures Lincoln will use translation services to support teachers and staff to connect with our families.

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

4.2. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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: 2020-21

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

Goal 5

Lincoln will maintain personal access to technology for students and maintain safe and clean facilities.

Identified Need

Students will need individual access to Chromebooks and support in access to technology resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	

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

5.1. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

Utilize work order system to submit issues.
Collaborate with SLUSD Director of Bonds and the architect team to plan our new 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	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

5.2. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

Ensure that every student has a chromebook and wifi 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

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

Utilize district installed thermostats to maintain energy efficiency.

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)

EL students

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

Utilize technology and services to support EL students 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 services 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: 2020-21

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, however the district has committed custodial time and support to ensure we are ready for 21-22 school year.

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

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

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	$94,730.00

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	$31,967.00
District Funded	$0.00
Other	$61,500.00
Translation Budget	$1,263.00

Subtotal of state or local funds included for this school: $94,730.00

Total of federal, state, and/or local funds for this school: $94,730.00

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	-12,381.00
General Fund	3,747.00	3,747.00
Other	60,000.00	-1,500.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	31,967.00
District Funded	0.00
Other	61,500.00
Translation Budget	1,263.00

Expenditures by Budget Reference

Budget Reference	Amount
	65,000.00
4000-4999: Books And Supplies	14,000.00
5000-5999: Services And Other Operating Expenditures	7,267.00
5800: Professional/Consulting Services And Operating Expenditures	1,263.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Base	5,700.00
	Base	5,000.00

4000-4999: Books And Supplies	Base	14,000.00
5000-5999: Services And Other Operating Expenditures	Base	7,267.00
	District Funded	0.00
	District Funded	0.00
	Other	1,500.00
	Other	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Translation Budget	1,263.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,567.00
Goal 2	67,200.00
Goal 3	5,000.00
Goal 4	1,263.00
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
Erika Cisneros	Parent or Community Member
Kardale Tanner	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.

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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 Stude 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
Please sign the document Clear	☐ State Compensatory Education Advisory Committee
Please sign the document Clear Ana Marie Uribe	☑ English Learner Advisory Committee Ana Marie Uribe 6/4/21
Please sign the document Clear	☐ Special Education Advisory Committee
Please sign the document Clear	☐ Gifted and Talented Education Program Advisory Committee
Please sign the document Clear	☐ District/School Liaison Team for schools in Program Improvement
Please sign the document Clear	☐ Compensatory Education Advisory Committee
Please sign the document Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 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 scho

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Attested:

Please sign the document

Clear

Principal, Matthew Steinecke on 6/1/21

Please sign the document

Clear

Karla Estell

SSC Chairperson, Karla Estell on 6/4/2021