



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Lincoln High School	01-61291-0134528	May 13, 2025	June 17, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Plan Purpose

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. In the 2024-25 school year, Lincoln High School was identified for Targeted Support and Improvement (TSI). This means that based on data from the 2024 California School Dashboard, English Learners and Students with Disabilities were in the lowest status level for all of the state indicators. This plan will address ways to improve our school and student outcomes for English Learners and Students with Disabilities in particular, based on doing a needs assessment and identifying resource inequities

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 our 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. In addition, we need to address our rise in suspension and in particular our rise in suspension for students with disabilities.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

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 District's 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 indicators and to increase our graduation rate. In addition, our plan addresses the need to reduce suspensions overall and in particular with our students with disabilities.

Education Partner 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 24-25 school year, we receive input and feedback from parents, students and staff. We also use the results of the CHKS and parent surveys to provide us with usable data for our planning. In addition, we dedicated staff meeting time to provide input on the school plan (SPSA) and reviewed the plan and received input from families and students during our ELAC. At SSC, they provided input on the goals and activities and approved plans for our Community School grant, Equity Multiplier and Title I funds. We did additional input sessions for families on SLUSD's LCAP and Goals and Activities related to the Equity Multiplier.

Date	Community Partner Group	Engagement Description
2/14/25	Families	LCAP and Site Plans Input
2/27/25	Families	LCAP and Site Plans Input
3/25/25	School Site Council and ELAC	Review site level data and proposed goals
4/22/25	School Site Council and ELAC	Review draft goals and activities
5/13/25	School Site Council and ELAC	Finalize and approve SPSA Goals

Comprehensive Needs Assessment

Student Demographics 2024-25

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
166	44	5	141	29			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
26	8	110	8	4	7	1	2

CA School Dashboard 2024

Lincoln Student Group	ELA	Math	Science	Graduation Rate	Suspension	College & Career	English Learner Progress
All Students	-155.2 pts ↓ 22.9 pts 47	-259.3 pts ↓ 36.3 pts 48	-34.8 pts ↓ 2.2 pts 44	76.1% ↓ 6.9% 113	14.2% ↑ 5.2% 233	0.9% -0.1% 110	

English Learners	-196.4 pts ↓ 46.4 pts 17	-288.7 pts ↓ 67.8 pts 18	-37.6 pts 11	75% ↓ 11.8% 28	14.5% ↑ 6.7% 62	0% ↓ 3% 28	27.1% ↑ 11% 48
Long-term EL	-196.4 pts ↓ 33 pts 17	-288.7 pts ↓ 54.1 pts 18	**	76.9% ↓ 10.6% 26	15.8% ↑ 9% 57	0% ↓ 3.6% 26	25% ↑ 10.2% 44
Foster Youth	**	**	**	**	**	**	
Homeless	**	**	**	**	**	**	
Socioeconomically Disadvantaged	-156.5 pts ↓ 18.8 pts 37	-267.1 pts ↓ 41.9 pts 38	-36.5 pts ↓ 4.2 pts 40	75.2% ↓ 7.8% 109	15.4% ↑ 4.8% 201	0.9% -0.1% 106	
Students with Disabilities	-210.2 pts 14	-275.5 pts 14	**	87% ↑ 8% 23	21.6% ↑ 10.8% 51	0% ↓ 5.6% 22	

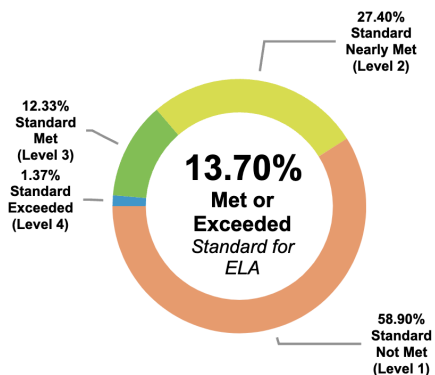
Lincoln Student Group	ELA	Math	Science	Graduation Rate	Suspension	College & Career
All Students	155.2 pts ↓ 22.9 pts 47	-259.3 pts ↓ 36.3 pts 48	-34.8 pts ↓ 2.2 pts 44	76.1% ↓ 6.9% 113	14.2% ↑ 5.2% 233	0.9% -0.1% 110
African American	**	**	-39.6 pts 11	88.9% ↑ 10.3% 27	14.6% ↓ 0.6% 48	0% 0% 25
American Indian or Alaska Native	**	**	**	**	**	**
Asian	**	**	**	**	**	**

Filipino	**	**	**	**	**	**
Hispanic	-172.2 pts ↓ 29.6 pts 30	-276.2 ↓ 52.1 pts 31	-32.7 pts ↑ 0.3 pts 28	70.1% ↓ 16.3% 67	14% ↑ 7.6% 143	1.5% 0% 66
Native Hawaiian or Pacific Islander	**	**	**	**	**	**
White	**	**	**	**	0% 13	**
Two or more races	**	**	**	**	**	**

CAASPP/ELPAC Results

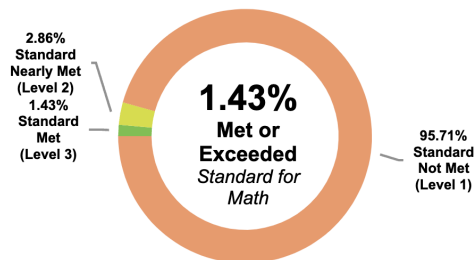
ELA

Percent of students within each achievement level



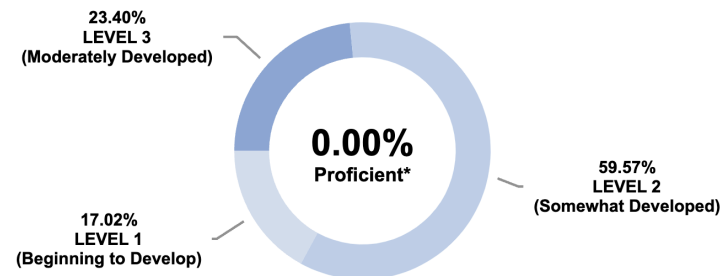
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Data Analysis

Overall, our CAASPP and CAST scores are low and we continue to address the many challenges that are involved in these scores. Our students already have shown that they struggle in academics and attendance which are 2 main areas assessed by these annual assessments. We want to see our participating rates on these assessments raise to at least 95%. Students enroll at Lincoln either in their 10th or 11th grade year (some during their 12th grade year) and then they are assessed through CAASPP and CAST during their 11th grade year.

Lincoln's College and Career Indicator has been low over the years due to programming and available opportunities for students. During the 24-25 school year, we added a Dual Enrollment Chabot Community College class and added a Culinary Arts class. Between these increased opportunities and access, we will see our progress in the College and Career Indicator raise.

Our Suspension rates show that there have been behavioral challenges at Lincoln. We started a Young Men's group this year to refer students to as an alternative to suspension. In addition, we began using YVAPE to refer students who have used tobacco or marijuana on campus. Toward the end of the year, we brought in a mindfulness coach to teach mini-lessons on emotion regulation and partnered with Everforward to teach students about emotions and how we see ourselves and others in the world. For the 25-26 school year, utilizing our Community School grant and pillars, we will further increase our programs to teach emotional regulation and increase student reflection and connection to our school community.

Lincoln's EL progress has improved by 11% from 23-24 to 24-25. We renewed our focus on our English Learners by dedicating staff meetings to learn more about our ELs and how they can better be supported in the classroom. We hired an ELD para halfway through the school year and we saw a growth in students successfully completing the ELPAC. For the 25-26 school year, we will focus on UDL and Common Core standard alignment to ensure that our EL students are presented with engaging and rigorous courses that address their language needs.

Lincoln's students with disabilities have been suspended at double the rate of "All Students". We must lower these suspensions and develop preventative measures as well as alternatives to suspension specifically for our Students with Disabilities.

Resource Inequities

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

Through our needs assessment—which included a review of student performance data, community input, and analysis of school-level budgeting—we identified both fiscal and non-fiscal resource inequities contributing to our school's ATSI status. Key inequities include limited access to targeted academic interventions for students in identified student groups (e.g., Students with Disabilities and English Learners), insufficient Tier 1 behavior supports, and a need for more structured teacher collaboration focused on data-driven instruction.

Fiscal inequities were found in the under-allocation of funds for intervention programs and classroom supports, while non-fiscal inequities include inconsistent use of student performance data to inform instruction and a lack of systematized support for struggling student groups.

To address these gaps, our SPSA outlines actions such as:

- Creating a Culture and Climate Team to address behavior through PBIS systems and data-informed practices.
- Increasing teacher collaboration time to focus on data analysis and differentiated instruction.
- Providing professional development on inclusive practices, UDL, and support for ELs and Students with Disabilities.

These strategies are designed to directly address the performance indicators on the CA Dashboard (e.g., chronic absenteeism, suspension, and academic achievement) and improve outcomes for the student groups that led to our ATSI designation.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

School Goals: Teachers will ensure that all daily lessons and unit plans align with board-adopted course outlines and state standards, as demonstrated through lesson plan reviews, instructional observations, and ongoing professional collaboration.

ELA:By the end of the school year, all departments will implement critical reading strategies and align academic writing structures and terminology (e.g., thesis statements, body paragraphs, evidence) across disciplines to support literacy development, as measured by collaborative planning documents, student writing samples, and instructional observations.

ELD: All English Language Learners (ELLs) will receive Universal Design for Learning (UDL)-based integrated and designated ELD instruction aligned to the California ELD standards, with the goal of increasing the annual reclassification (redesignation) rate by at least 10% by the end of the school year, as measured by ELPAC scores, classroom performance, and reclassification criteria.

Math:By the end of the school year, standards-aligned coursework will be implemented to ensure students demonstrate proficiency in problem solving, financial literacy, and basic numeracy skills, as measured by classroom assessments, benchmark tests, and student portfolios.

Identified Need:

Students require increased access to grade-level rigorous content to build proficiency in critical academic areas such as problem solving, financial literacy, numeracy, and English language development. The WASC report highlights gaps in equitable access, underscoring the need for standards-aligned instruction that integrates Universal Design for Learning (UDL) principles and promotes consistency in academic reading and writing strategies across disciplines. Teachers need to regularly use and analyze student data to identify learning gaps, monitor student progress, and tailor instruction to meet diverse needs. Addressing this need is critical to support all students, including English Language Learners, in achieving academic proficiency and successful redesignation.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
1.1	Staff meetings will focus on calibrating understanding of rigor and high expectations to promote consistent	Staff will actively engage in calibration discussions during meetings to align instructional practices and uphold high expectations for	Staff meeting agenda/notes.	District

	student learning outcomes at Lincoln.	student rigor and achievement based on student data.		
1.2	Collaboration plan to guide teachers through standards assessment and alignment with board adopted course outlines	Teachers will actively participate in collaborative planning sessions to analyze standards, design assessments, and align instruction with board-adopted course outlines, ensuring consistent implementation of rigorous, standards-based curriculum across grade levels and subjects.	Meeting agendas	District
1.3	Provide ongoing professional learning opportunities that enable teachers to analyze and reflect on student data, including work samples, to inform instruction and improve student learning outcomes.	Teachers will regularly analyze student data and work samples during collaborative meetings to identify learning gaps, adjust instructional strategies, and personalize support to enhance student achievement.	PD agenda	District
1.4	Provide professional learning focused on language standards and effective strategies to support students'	Teachers will implement language standards and instructional strategies learned in professional development to support and	Walkthrough data	District

	language development across all content areas.	enhance students' language development across all subject areas.		
1.5	Allocate ongoing staff time for teachers to engage in professional learning and collaborative planning focused on language standards and effective English Learner (EL) support strategies.	Teachers will actively participate in ongoing professional learning around student data and collaborative planning sessions to deepen their understanding of language standards and implement effective EL support strategies in their classrooms.	Lesson plans and classroom walkthroughs PD/collaboration agendas	Title I \$12,721
1.6	Develop and implement a coaching and mentoring program to provide targeted support and feedback to teachers in delivering differentiated instruction that meets the needs of English Learners.	Teachers will collaborate with coaches and mentors to analyze data, refine and apply differentiated instructional strategies that effectively support the academic and language development of English Learners.	Coaching collaboration with district coaches and EL specialists	District
1.7	Provide targeted professional development for teachers focused on integrating problem solving, financial literacy, and numeracy	Math Teachers will participate in professional development sessions to deepen their understanding of how to integrate problem solving, financial literacy, and numeracy skills into their	PD agendas	District

	skills into standards-aligned coursework and assessments.	daily lessons and assessments.		
1.8	Facilitate collaborative planning time for teachers to develop, review, and align instructional materials and assessments that promote proficiency in problem solving, financial literacy, and numeracy.	Math Teachers will collaborate regularly to develop and align instructional materials and assessments that support student proficiency in problem solving, financial literacy, and numeracy skills.	Collaboration time agendas	District
1.9	Supplemental materials and supplies that support students additional access to board adopted curriculum, course objectives and state standards	Teachers will effectively utilize supplemental materials and supplies to design and deliver instruction that ensures all students can access course objectives and meet state standards alongside the use of board adopted core curriculum	materials	\$28,945
1.10	Curriculum resources, PBL materials to support hands-on projects for post-high school plans	Teachers will incorporate curriculum and PBL resources that support hands-on projects to engage students in real-world learning experiences related to their post-high school	walkthrough data	LCFF Supplemental \$7,860

		plans.		
1.11	Implement targeted supports to monitor progress and remove barriers to increase graduation rates.	Teachers will monitor student progress regularly and provide personalized support to help students overcome challenges and stay on track for graduation.	Graduation rates	\$15,500 Graduation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	259.3 points below standard declined 22 points	209 points below standard increase of 50 points on SBAC math
SBAC ELA	155.2 points below standard declined 22 points	100 points below standard increase of 50 points on SBAC ELA
Based on walkthrough data, all classes will have evidence of state standards in their classrooms.	Most teachers do not have a consistent process to include state standards in their daily lessons.	All classrooms will have daily procedures to review and ensure state standards are being taught and assessed.

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal:

By the end of the 2025-26 school year, the overall student suspension rate will decrease from 14.2% to below 10% through the implementation of restorative practices, targeted behavioral interventions, and increased staff training on positive behavior supports and inclusive discipline strategies.

Targeted Goal: Reduce the suspension rate for students with disabilities from 21% to 10% and for our long-term EL

students from 9% to under 5%.

Identified Need:

Data indicates that students with disabilities are suspended at a disproportionately higher rate compared to their non-disabled peers. This trend suggests a need for targeted interventions that address behavioral support, staff training in positive behavior interventions, and implementation of inclusive disciplinary practices. Reducing the suspension rate for students with disabilities and English Learners is essential to ensuring equitable access to education, improving academic outcomes, and supporting students' social-emotional development.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Explore continuing partnership with Mindful Life Project to use research-based, mindfulness practices	Community school coordinator will lead sessions at lunchtime.	Activities and Programs schedules and flyers	Community School grant
2.2	Contracts for socioemotional learning groups for students during and after school	Teachers will review available programs in response to student needs	Staff meeting agendas	Community School grant
2.3	Weekly after school program for refereed students - reduce days of suspension for participation in a SEL program.	Teachers support after school programs	Activities and Programs schedules and flyers	Community School grant
2.4	Counselors trained in research-based, restorative	Teachers create classroom environments that are	Staff meeting and collaboration agendas	Community School grant

	practices to lead restorative circles for students returning to school after an incident	responsive to students and provide space for discussion and reflection		
2.5	2 additional days of Mental Health counseling staff hours	Teachers are trained in trauma informed practices and use these practices to support students in their classrooms	PD agendas /COST tracker	\$30,00 equity multiplier
2.6	Special education department ensures students are in the appropriate placement and services for their needs.	Teachers frequently review student's IEP to know accommodations and modifications for curriculum as well as behavioral supports to support alternatives to suspension.	Staff meeting agendas	District
2.7	Two FLY Law sessions Fall and Spring semesters	Teachers connect classroom activities to what students are doing in FLY Law and other programs	FLY Law participation	Community School approx \$50,000
2.8	Involve students in decisions on campus through Community School Action Team (CSAT) and Principal's Advisory Committee monthly during advisory	Teachers support students to understand leadership opportunities on campus and recommend students for these opportunities	CSAT Agenda PAC Agendas	Community School grant
2.9	Survey students frequently to ensure we are providing	Teachers review student survey data in staff meetings	Quarterly Student Survey	Community School grant

	the activities and opportunities they want and responding to social/emotional needs	to discuss how students feel about activities on campus and how they improve student experiences both in and out of the classroom.		
2.10	Create a culture and climate team to that reviews student referral and suspension data regularly to inform PBIS systems on campus	Teachers establish clear behavior expectations, using restorative practices, and implementing proactive classroom behavior supports to promote a positive learning environment and reduce referrals.	Culture and Climate team meeting agendas	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will look at total days of suspension as well as incidents of suspension.	<p>Our suspensions for non-safety related issues have diminished, however, we still have students who are suspended for 48900 a1.</p> <p>14.2% suspended at least one day</p> <ul style="list-style-type: none"> English Learners 14.5% suspended at least one day Student with Disabilities 21.6% suspended at least one day 	Students suspended for non-safety related issues will be reduced by 20% and our suspensions for fighting will be reduced by 10%.

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal:

By the end of the 25-26 school year, Lincoln will provide at least four family engagement events and monthly communications to ensure families are informed about school programs, classroom learning, and post-high school planning. Success will be measured by event attendance, parent feedback, and increased family participation in college and career readiness activities.

Identified Need:

Parent feedback indicates a desire for increased communication and transparency regarding classroom instruction, as well as more guidance on how to support their students' post-high school plans. This highlights the need for improved family engagement strategies, including regular updates on academic content, accessible information about college and career readiness pathways, and opportunities for parents to participate in their child's educational planning and decision-making.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Plan and conduct monthly coffee chats for families to provide information, resources and answer questions. In addition, this is an opportunity for parents to provide input on Lincoln's school plans and mission/vision.	Teachers can support topics and presentations based on their knowledge and expertise.	Parent facilitator scheduling	District
3.2	Survey families in Sept,	Teachers support getting	Parent facilitator sends out	District

	December and March	responses through reminders to students and in teacher communications	survey and reminders - also make sure all surveys are distributed physically as well	
3.3	Quarterly parent information/resource nights based on survey data (similar to SLUSD parent learning series but Lincoln specific)	Teachers can support topics and presentations based on their knowledge and expertise.	Calendar 1 evening a quarter 6-7pm for Parent Education and Training sessions.	Community School Grant - program coordinator
3.4	Regular teacher communication through messaging systems like ParentSquare or email.	Send syllabus, class information and information on how families can support their students each quarter to families	Quarterly Parent Square messages from teachers	District
3.5	Provide translation services at family events to support home languages	Teachers can support topics and presentations based on their knowledge and expertise.	Translation billing	\$1,277

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent education opportunities based on parent input.	For the 24-25 school year, we had parent education built into our Coffee Chats, but would like to offer an evening Parent Education event.	<p>Conduct at least 1 evening parent education event that is based on parent feedback and suggestions.</p> <p>Provide at least 1 other family events that support student families in understanding college and career readiness, what students are learning in class, and</p>

		opportunities for students post high school graduation,
--	--	---

Goal 4

LCAP Goal 4: Equity Multiplier				
<p>School Goal: Increase access to activities and events to ready students for college and career preparation.</p>				
<p>Identified Need:</p> <ol style="list-style-type: none"> 1. Targeted support for our English Learners to increase their proficiency in academic English through dedicated support by ELD para, attendance support and post-secondary planning. 				
Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
4.1	<p>Increase CTE Pathway Completion and Early College Credit: Continue with counseling position</p> <p>Continue with 2 dual enrollment classes from Chabot</p>	<p>1 teacher supports this by housing the classes in their room.</p>	<p>Chabot and Laney field trips. Early registration for college. FAFSA applications.</p> <p>.5 FTE funded</p>	<p>\$70,000</p>
4.2	<p>Increase A-G Approved Courses at Lincoln High School</p> <p>Continue with year 2 of Forensic Science, Financial Algebra and Culinary Arts</p> <p>Continue partnership with CTWI and offering the year-long MC3</p>	<p>Deliver the classes and curriculum as laid out in Board Adopted Course Outlines</p>	<p>Class schedules</p>	<p>n/a</p>

	Pre-Apprenticeship class			
4.3	Attendance Incentive Campaign	Provide support through advisory and messaging about the importance of attendance	Parent Square and other communications	\$10,000
4.4	EL Targeted Support: ELD para	Support language needs through lesson design	Walkthroughs and lessons	\$50,000
4.5	Supporting Mental Wellness and Social Health: 2 Additional Days of Wellness Together	n/a	Scheduling and contract	\$35,000
4.6	.33 FTE for Office Technician	n/a	position control	\$31,470
4.7	Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities	Set up and facilitate field trips	CPR class in Fall and in Spring, field trips to DCs and other training opportunities.	\$15,733

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lincoln will measure growth on ELPAC and ADA for our English Learners	Currently, 17% of our students are Level 1, 60% are Level 2 and 23% are Level 3	Based on our activities in Goal 4 and in our other goals, we will see growth in our students' scores.

Annual Review

SPSA Year Reviewed: 2024-25

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.

Lincoln Alternative School has not been able to bring down suspensions in any significant measure due to inconsistent implementation of restorative practices, limited access to proactive behavioral supports, and a need for stronger staff-wide alignment on expectations and interventions. As a result, the 2025–26 site plan includes specific actions aimed at addressing these gaps, such as increased professional development on tiered interventions, a more structured approach to behavior data analysis, and intentional efforts to build a positive and supportive school culture.

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

There were notable differences between the intended implementation and the actual execution of some key supports. Specifically, programs such as the Young Men's Group and YVAPE were budgeted and planned for the 2024–25 school year but were not implemented in a consistent or sustained manner. Challenges in staffing, coordination, and scheduling prevented these supports from being fully integrated into the school's intervention system. As a result, these initiatives did not have the intended impact on student behavior and school climate. For the 2025–26 school year, a primary focus will be ensuring these supports are fully operational, with clear structures, designated staff, and ongoing monitoring to support their effectiveness.

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

The goal will remain the same; however, based on the analysis of implementation challenges and outcomes, the actions and strategies to achieve the goal will be revised. Greater emphasis will be placed on consistently implementing key supports, such as the Young Men's Group and YVAPE, as well as improving behavior intervention systems. These changes are reflected in the updated action steps and budget allocations in the 2025–26 SPSA

Proposed School Site Budget

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

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$28,945	\$12,721	\$7,860	\$3,500	n/a	\$1,277	n/a	\$54,303

DESCRIPTION

Total Funds Provided to the School Through the Consolidated Application [This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the

AMOUNT

\$41,582

fiscal year for which a SPSA is adopted or updated.]

Total Federal Funds Provided to the School from the LEA for CSI [Not applicable for ATSI schools – write “N/A”]

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA [This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.]

\$12,721
\$54,303

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 (\$)
Unrestricted	\$28,945
Title 1	\$12,721
LCAP Initiatives	\$7,860
Secondary Graduation	\$3,500
Translation Budget	\$1,277

Subtotal of additional federal funds included for this school:\$12,721

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 (\$)
CSPP Grant	135,000
Equity Multiplier	\$57,735

Subtotal of state or local funds included for this school: \$ 192,735

Total of federal, state, and/or local funds for this school: 247,038

Detailed School Site Budget

School Site Council Membership

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

Name	Role
Vanessa Gary	Parent - Chairperson
Tenaya Faith Gary	Student - Vice Chairperson
Ayanna Carr	Parent
Maria Carvalho	Classified - Parliamentarian
Mary D'Agostino	Teacher - Secretary
Matthew Steinecke	Principal

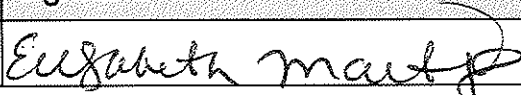
Recommendations and Assurances

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

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

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

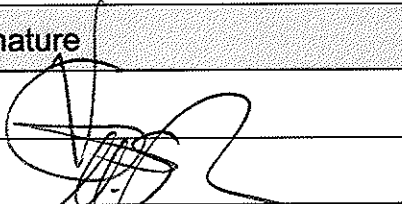
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Elizabeth Martinez		English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2025.

Name	Signature	Date	Role
Vanessa Gary		5/28/25	SSC Chairperson
Matthew Steinecke		5/22/25	Principal