



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 28, 2026	June 16, 2026

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 School and San Leandro Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students, demonstrate growth toward proficiency on California academic standards and Dashboard indicators.

Based on the 2025 California School Dashboard, Lincoln High School continues to be identified for Targeted Support and Improvement (TSI) due to the performance of English Learners and Students with Disabilities across multiple indicators. This SPSA addresses the academic, behavioral, attendance, graduation, and college and career readiness needs identified through the school's comprehensive needs assessment, Dashboard data, WASC findings, Community Schools implementation process, CalSCHLS survey results, and analysis of resource inequities.

The school's goals are aligned with the San Leandro Unified School District LCAP and focus on increasing academic achievement, improving graduation and College & Career Indicator outcomes, reducing suspension rates, strengthening restorative and inclusive practices, expanding access to rigorous standards-based instruction, and increasing family and student engagement.

Lincoln High School's SPSA also aligns with the school's WASC Action Plan and Community Schools implementation priorities. The plan reflects the school's commitment to continuous improvement through standards-based instruction, data-driven decision-making, integrated student supports, student voice, restorative practices, and equitable access to college and career readiness opportunities.

Particular emphasis will be placed on:

- Increasing access to rigorous instruction and standards-aligned curriculum
- Strengthening English Learner and Students with Disabilities supports
- Expanding MTSS/COST systems and restorative practices
- Improving attendance, graduation, and College & Career readiness
- Increasing family engagement and stakeholder leadership opportunities
- Strengthening systems for collaboration, data analysis, and continuous improvement

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

This plan is being used to meet ESSA planning requirements in alignment with the Local Control and Accountability Plan (LCAP), federal and state programs, WASC Action Plan priorities, Community Schools implementation goals, Equity Multiplier priorities, and San Leandro Unified School District's 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 School is a continuation high school serving students in grades 10–12 who benefit from an alternative educational environment designed to support credit recovery, graduation readiness, social-emotional growth, and postsecondary success. The school serves a diverse student population with high percentages of socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Students with Disabilities.

Lincoln High School continues implementing a schoolwide continuous improvement process focused on standards-based curriculum, Universal Design for Learning (UDL), restorative practices, inclusive instructional practices, integrated student supports, and college and career readiness opportunities. Through Community Schools implementation, Equity Multiplier funding, and WASC continuous improvement work, the school has expanded partnerships, student leadership opportunities, counseling supports, restorative practices, after-school programs, and college and career pathways including MC3 pre-apprenticeship, Culinary Arts, dual enrollment, and career-connected learning experiences.

The SPSA reflects the school's commitment to:

- Standards-aligned and culturally responsive instruction
- Data-driven decision-making and instructional collaboration

- Equitable access to rigorous coursework and interventions
- Inclusive practices and FAPE-aligned supports for Students with Disabilities
- Expanded English Learner supports and redesignation efforts
- Restorative practices and social-emotional learning
- Family engagement and stakeholder voice
- College, career, and postsecondary readiness

The actions and expenditures outlined in this SPSA are intended to address the identified needs of students while strengthening the systems, structures, and instructional practices necessary to improve student outcomes across academic, behavioral, attendance, graduation, and college and career readiness indicators.

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 2025–26 school year, Lincoln High School engaged students, families, staff, community partners, and advisory groups in reviewing school data, identifying priorities, and providing input into the development of the 2026–27 SPSA. Educational partner involvement occurred through School Site Council (SSC), English Learner Advisory Committee (ELAC), Community School Action Team, family engagement events, staff meetings, student leadership opportunities, surveys, and district LCAP engagement sessions.

Lincoln High School reviewed multiple data sources throughout the year, including Dashboard indicators, CAASPP/ELPAC results, attendance and suspension data, CalSCHLS survey results, graduation and College & Career Indicator data, WASC findings, Community Schools implementation priorities, and Equity Multiplier goals. These data informed discussions regarding academic achievement, student engagement, school climate, restorative practices, English Learner supports, inclusion practices, college and career readiness, and systems for continuous improvement.

Teachers and staff participated in regular collaboration meetings, Instructional Leadership Team (ILT) meetings, professional

development sessions, and monthly staff meetings focused on instructional practices, standards alignment, intervention systems, and student support needs. Families and students were invited to provide input during SSC, ELAC, Community Schools engagement activities, and LCAP input sessions. Feedback from educational partners directly informed the development of SPSA goals, actions, measurable outcomes, and funding priorities.

As part of Lincoln High School's continuous improvement process, the school will continue strengthening stakeholder leadership opportunities, shared decision-making structures, and systems for ongoing review and monitoring of the SPSA, WASC Action Plan, Community Schools implementation, and Equity Multiplier priorities.

Date	Community Partner Group	Engagement Description
02/12/26	Families	LCAP and SPSA input session
02/26/26	Families	Community Schools and Equity Multiplier input session
3/24/26	School Site Council and ELAC	Review Dashboard, attendance, suspension, and academic data; identify needs and priorities
04/21/26	School Site Council, ELAC, Community Schools Advisory	Review draft SPSA goals, actions, and proposed expenditures
5/28/26	School Site Council and ELAC	Final review and approval of SPSA goals and expenditures
Ongoing 2025–26	Staff and Instructional Leadership Team	Review student data, standards alignment, intervention systems, and instructional practices
Ongoing 2025–26	Students and Community School Action Team (CSAT)	Student voice, school climate, leadership, and school improvement feedback

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
112	34	2	100	23			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
21	4	79	1	2	2	1	2

CA School Dashboard 2025

Lincoln Student Group	ELA	Math	Science	Graduation Rate	Suspension	College & Career	English Learner Progress
All Students	-141.4 pts ↑ 13.8 pts 46	-258 pts 1.3 pts 46	27.8 pts ↑ 9.6 pts 102	72.7% ↓ 3.4% 110	12.7% ↓ 1.5% 213	4.8% ↑ 4.8% 105	
English Learners	-165.9 pts ↑ 30.5 pts 18	-266.7pts ↑ 22 pts 18	24.2 pts ↑ 9.2 pts 37	81.1% ↑ 6.1% 37	6.7% ↓ 7.8% 60	2.9% ↑ 2.9% 35	56.4% ↑ 29.3% 39
Long-term EL	-176.2 pts ↑ 20.2 pts 12	-270.9 pts ↑ 17.8 pts 12	20.7 pts ↑ 5.5 pts 27	81.8% ↑ 4.9% 33	7.7% ↓ 8.1% 52	3.1% ↑ 3.1% 32	58.8% ↑ 33.8% 34
Foster Youth	**	**	**	**	**	**	

Homeless	**	**	**	**	**	**	
Socioeconomically Disadvantaged	-147 pts ↑ 9.5 pts 40	-260.8 pts ↑ 6.3 pts 40	-27.8 pts ↑ 10.3 pts 85	74% ↓ 1.2% 104	13.3% ↓ 2.2% 181	5.1% ↑ 5.1% 99	
Students with Disabilities	**	**	23.8 pts ↑ 11.9 pts 21	62.5% ↓ 24.5% 24	30.6% ↑ 9% 36	0% 0% 24	

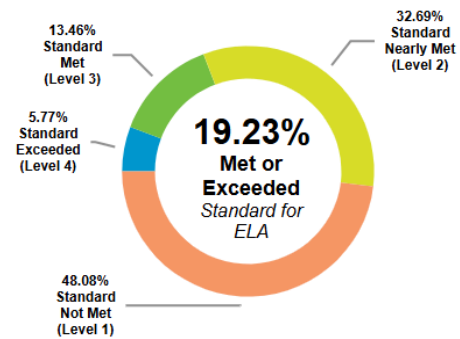
Lincoln Student Group	ELA	Math	Science	Graduation Rate	Suspension	College & Career
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African American	**	**	-32.1 pts ↑ 16.6 pts 15	71.4% ↑ 17.5% 14	34.3% ↑ 19.7% 35	0% 0% 14
American Indian or Alaska Native	**	**	**	**	**	**
Asian	**	**	**	**	**	**
Filipino	**	**	**	**	**	**
Hispanic	-132.3 pts ↑ 39.8 pts 35	-249.6 ↑ 26.6 pts 35	-28.9 pts ↑ 8.3 pts 70	74.3% ↑ 4.2% 74	9.4% ↓ 4.6% 139	7.3% ↑ 7.2% 69
Native Hawaiian or Pacific Islander	**	**	**	**	**	**

White	**	**	**	**	**	**
Two or more races	**	**	**	**	**	**

CAASPP/ELPAC Results

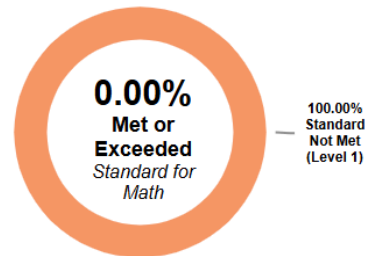
ELA

Percent of students within each achievement level



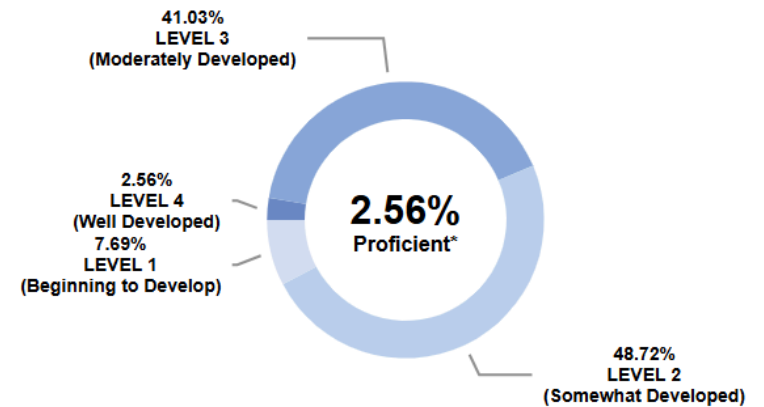
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys	All %
Parent Involvement Promotion of parent involvement	47

• Parental Involvement in school	17
• School encourages me to be an active partner	33
• School actively seeks the input of parents	50
• Parents feel welcome to participate at this school	50
School Supports for Students	
• Student learning environment	43
• School is a safe place for my child	50
• School motivates students to learn	50
• School has adults who really care about students	50
• Opportunities for meaningful student participation	33
• Communication with parents about school	53
• Teachers responsive to child's social and emotional needs	83
Rules & Facilities	
• School enforces rules equally	33
• School treats all students with respect	50
• School promotes respect of cultural beliefs	50
• Substance use problems	22
• School disorder	21
• Harassment or bullying (Large problem)	0

• Clean and well-maintained facilities	50
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Student Surveys	All %
Student Engagement and Supports	
• School Connectedness	66
• Academic motivation	67
• School boredom	42
• School is worthless	17
• Caring adults in school	74
• High expectations-adults in school	82
• Meaningful participation	37
• Facilities upkeep	83
• Parent involvement in schooling	62
School Safety and Cyberbullying	
• Feel safe at school	84
• Experienced harassment/bullying (12mo)	8
• Mean rumors or lies spread	12
• Been afraid of being beaten up	5

• Been in a physical fight	11
• Saw a weapon at school	3
• Cyberbullying	12
Mental Health	
• Social emotional distress	16
• Chronic sadness/hopelessness	15
• Seriously considered suicide	8

Staff Surveys	All %
School Supports for Students	
• Caring adult relationships	73
• High expectations-adults in school	64
• Student meaningful participation	39
• Promotion of parental involvement	24
• Student learning environment	56
• Facilities upkeep	73
• Support for social emotional learning	27
• Provides adequate counseling support services	36

• Anti Bullying climate	27
School Supports for Staff	
• Staff working conditions	52
• Staff collegiality	45
School Safety	
• Is a safe place for staff	64
• Is a safe place for students	64
Fairness, Rule Clarity and Respect for Diversity	
• Fairness and rule clarity	20
• Respect for Diversity	48
Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	9
• Students readiness to learn	6
• Truancy/cutting classes (Mod/Sev prob)	73
• Harassment/bullying (Mod/Severe problem)	9
• Alcohol/drug use (Mod/Sev prob)	60
• Student depression (Mod/Severe problem)	73

Data Analysis

Overall, Lincoln High School continues to demonstrate growth across several key indicators while also identifying ongoing

areas of need requiring targeted intervention and systems improvement. Dashboard, CAASPP, ELPAC, attendance, suspension, graduation, College & Career Indicator (CCI), CalSCHLS survey data, WASC findings, and local assessment data were reviewed as part of the comprehensive needs assessment process.

Academic data show positive growth trends in English Language Arts, science, graduation rate, English Learner progress, and College & Career readiness indicators. All students increased 13.8 points in ELA, and English Learners increased 30.5 points in ELA. English Learner Progress increased significantly to 56.4%, representing a 29.3 percentage point increase. Hispanic students also demonstrated notable academic growth in both ELA and mathematics. Science performance increased for all students and multiple student groups.

Despite these improvements, mathematics remains one of the school's greatest academic needs. All students remain significantly below standard in mathematics, and English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to perform below standard across multiple indicators. CAASPP participation and proficiency rates continue to reflect the academic and attendance challenges experienced by many continuation high school students. WASC findings also identified the need to strengthen standards-based curriculum, instructional rigor, collaboration, formative assessment practices, and data-driven instruction.

The school's ATSI designation highlights the continued need to improve outcomes for English Learners and Students with Disabilities. In response, Lincoln has expanded English Learner supports, increased collaboration around standards alignment, implemented Instructional Leadership Team (ILT) structures, strengthened inclusion practices through the Lead and Support co-teaching model, and increased attention to data analysis and progress monitoring.

Lincoln's graduation rate increased to 72.7%, and the College & Career Indicator increased to 4.8% due to expanded dual enrollment, MC3 pre-apprenticeship opportunities, Culinary Arts, college and career counseling, FAFSA support, and career-connected learning experiences. While these gains are encouraging, increasing access to postsecondary pathways and career readiness opportunities remains a priority.

Suspension data indicate continued behavioral and social-emotional challenges, particularly for Students with Disabilities and African American students. Students with Disabilities continue to be suspended at disproportionately higher rates compared to their peers. CalSCHLS data indicate strengths in school connectedness, caring adult relationships, and school safety, while also identifying areas for growth in meaningful student participation, parent involvement, student motivation, and social-emotional supports. Staff survey data further suggest the need for stronger systems related to SEL, counseling supports, behavior intervention, and student readiness to learn.

Lincoln High School's Community Schools implementation, Equity Multiplier funding, and WASC Action Plan are helping strengthen systems related to integrated student supports, restorative practices, family engagement, college and career readiness, MTSS/COST structures, and culturally responsive instruction. Community partnerships, after-school programs, leadership opportunities, restorative supports, and student voice initiatives have increased student engagement and connection to school.

Based on the data analysis and WASC findings, Lincoln High School will continue prioritizing:

- Standards-aligned and rigorous instruction
- Mathematics intervention and literacy development
- English Learner and Students with Disabilities supports
- Data-driven instructional practices and teacher collaboration
- Restorative practices and alternatives to suspension
- MTSS/COST intervention systems
- College and career readiness opportunities
- Family engagement and student leadership
- Community Schools implementation and integrated student supports

These priorities are reflected throughout the SPSA goals, actions, expenditures, and measurable outcomes.

Resource Inequities

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

Through the comprehensive needs assessment process, Lincoln High School identified several fiscal and non-fiscal resource inequities contributing to the school's Targeted Support and Improvement (TSI/ATSI) designation and impacting outcomes for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

Academic data indicate that many students continue to perform significantly below standard in English Language Arts and mathematics. Students enrolling at Lincoln often arrive with substantial credit deficiencies, inconsistent attendance histories, interrupted learning experiences, and social-emotional needs that require intensive academic and behavioral support

systems. In addition, English Learners and Students with Disabilities continue to experience disproportionate outcomes in academic achievement, graduation readiness, and suspension rates.

Non-fiscal resource inequities identified through WASC findings, Dashboard data, CalSCHLS surveys, and local data analysis include:

- Inconsistent implementation of standards-based curriculum and assessment practices
- Limited systems for schoolwide data analysis and progress monitoring
- Need for stronger MTSS/COST intervention structures
- Inconsistent implementation of restorative and Tier 1 behavior supports
- Limited opportunities for meaningful student participation and leadership
- Need for increased family engagement and stakeholder involvement in school planning
- Limited access to college and career readiness opportunities historically available at comprehensive high schools
- Need for additional inclusive instructional practices and supports for Students with Disabilities and English Learners

Fiscal inequities include the need for additional staffing, intervention supports, counseling services, English Learner supports, restorative programming, and college and career readiness opportunities to meet the complex needs of continuation high school students. Equity Multiplier funding, Community Schools funding, and Title I resources are being strategically used to address these inequities through expanded counseling, intervention systems, restorative practices, student leadership opportunities, attendance supports, dual enrollment, MC3 pre-apprenticeship opportunities, ELD support staffing, after-school programs, and integrated student supports.

To address these inequities, the SPSA includes actions focused on:

- Strengthening standards-aligned and culturally responsive instruction
- Expanding English Learner and Students with Disabilities supports
- Increasing teacher collaboration and data-driven instructional practices
- Strengthening MTSS/COST and restorative systems
- Expanding counseling, wellness, and intervention supports
- Increasing family engagement and stakeholder voice
- Expanding college and career readiness pathways and work-based learning opportunities
- Strengthening Community Schools implementation and integrated student supports

These strategies are intended to improve academic achievement, reduce suspension rates, strengthen school connectedness, increase graduation and College & Career Indicator outcomes, and ensure equitable access to rigorous learning opportunities and support systems for all students.

Alignment to WASC, Community Schools, and Continuous Improvement:

Lincoln High School's 2026–27 SPSA aligns with the school's WASC Action Plan, Community Schools Implementation Plan, Equity Multiplier priorities, and San Leandro Unified School District LCAP goals. The school continues addressing WASC growth areas related to standards-based curriculum, data-driven instruction, equitable access to rigorous coursework, collaboration, English Learner support, college and career readiness, and systems of continuous improvement.

The SPSA also reflects Lincoln's commitment to restorative practices, student voice, integrated student supports, MTSS/COST systems, and culturally responsive teaching through Community Schools implementation. Current actions build upon the school's April 2026 WASC Progress Report, which documented growth in co-teaching implementation, inclusion practices, instructional leadership, standards alignment, and staff collaboration.

Lincoln High School will continue strengthening systems that ensure all students, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students, have equitable access to rigorous instruction, social-emotional supports, college and career readiness opportunities, and a safe, supportive school environment.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

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

School Goal

By the end of the 2026–27 school year, Lincoln High School will strengthen standards-aligned, culturally responsive instruction and increase academic achievement in English Language Arts, mathematics, and English Language Development through data-driven instruction, instructional collaboration, Universal Design for Learning (UDL), and equitable access to rigorous coursework for all students, particularly English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

ELA:

Teachers will implement common academic literacy practices, including critical reading strategies, academic writing structures, evidence-based discussion protocols, and standards-aligned formative assessments across content areas.

ELD:

English Learners will receive integrated and designated ELD instruction aligned to California ELD Standards with the goal of increasing ELPAC performance, redesignation rates, and access to rigorous grade-level instruction.

Math:

Teachers will strengthen mathematics instruction by implementing standards-based problem solving, numeracy, financial literacy, and CAASPP-aligned instructional practices through collaborative planning, intervention supports, and progress monitoring.

The school will continue implementing WASC growth areas related to standards-based instruction, data-driven decision-making, instructional coherence, formative assessment practices, and equitable access to grade-level curriculum through the use of the Instructional Leadership Team (ILT), district instructional coaching, classroom walkthroughs, and collaborative planning structures.

Identified Need:

Students require increased access to rigorous, standards-aligned instruction to build proficiency in English Language Arts, mathematics, problem solving, numeracy, academic language development, and college and career readiness skills. Dashboard, CAASPP, ELPAC, and local assessment data indicate that English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to perform below standard in several academic indicators.

WASC findings identified a need to strengthen standards-based curriculum, instructional rigor, collaboration, data-driven instruction, equitable access to grade-level content, and consistent instructional practices across classrooms. The WASC Progress Report further identified the need to improve systems for formative and summative assessment, instructional coherence, and professional collaboration through the development of the Instructional Leadership Team (ILT), standards alignment work, and increased use of district instructional coaching.

Teachers need structured opportunities to analyze student work, review assessment data, collaborate around instructional planning, and implement Universal Design for Learning (UDL), differentiated instruction, and English Learner supports. Addressing these needs is critical to ensuring all students, especially English Learners and Students with Disabilities, have equitable access to rigorous coursework, academic success, and successful graduation outcomes.

Mathematics achievement remains Lincoln High School's most significant academic challenge. Dashboard results indicate that all students, English Learners, and socioeconomically disadvantaged students continue to perform substantially below standard in mathematics. Strengthening numeracy, problem solving, mathematical reasoning, and intervention systems will be a primary instructional focus during the 2026–27 school year.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
1.1	Staff meetings and ILT meetings will focus on calibrating understanding of rigor, standards alignment, and high expectations across all content areas.	Teachers actively engage in calibration discussions and collaborative planning to align instruction and assessment practices.	Staff meeting agendas, ILT agendas, walkthrough data..	District
1.2	Administration and ILT will guide teachers through standards alignment and scope and sequence	Teachers participate in collaborative planning sessions to analyze standards, align curriculum, and develop formative	Scope and sequence documents, meeting agendas, lesson plans.	District

	development aligned to district-adopted curriculum.	assessments. standards-based curriculum across grade levels and subjects.		
1.3	Provide ongoing professional learning focused on data analysis, formative assessment practices, and instructional coherence.	Teachers regularly analyze student work, CAASPP data, ELPAC data, and classroom assessments to identify learning gaps and adjust instruction.	PD agendas, data protocols, student work analysis.	District
1.4	Provide professional learning focused on UDL, differentiated instruction, and language acquisition strategies.	Teachers implement UDL, scaffolds, and language supports across content areas to improve access for English Learners and Students with Disabilities.	Walkthrough data	District
1.5	Allocate structured collaboration time for departments, ILT, and interdisciplinary planning.	Teachers collaborate to align academic literacy strategies, writing expectations, and intervention practices across content areas.	Collaboration agendas, common writing rubrics, lesson artifacts.	Title I \$3,000
1.6	Continue instructional coaching support through district specialists and ILT structures.	Teachers participate in coaching cycles focused on differentiated instruction, standards alignment, and student engagement strategies.	Coaching logs, walkthrough data, reflection forms.	District
1.7	Provide targeted professional	Math teachers implement standards-based	PD agendas, benchmark assessments, classroom	District

	development focused on mathematics intervention, numeracy, financial literacy, and problem-solving instruction.	instructional practices and use formative assessments to monitor student progress.	artifacts.	
1.8	Provide supplemental instructional materials and technology resources to support equitable access to rigorous curriculum.	Teachers integrate supplemental curriculum resources, technology tools, and differentiated supports into daily instruction.	Classroom walkthroughs, student work, instructional materials inventory.	Unrestricted \$28,945 Title I \$5000
1.9	Expand project-based learning and real-world learning opportunities connected to postsecondary pathways.	Teachers incorporate project-based learning, career-connected assignments, and interdisciplinary projects into coursework.	PBL artifacts, student presentations, walkthrough data.	LCFF Supplemental \$7,860
1.10	Implement targeted graduation monitoring systems to identify and remove barriers to graduation.	Teachers monitor credit completion, attendance, and assignment completion and communicate concerns to support teams.	Graduation monitoring reports, intervention logs, counselor notes.	Secondary Graduation \$15,500
1.11	Continue implementation of the Instructional Leadership Team (ILT) to strengthen instructional coherence and	Teachers collaborate through ILT structures to review student work, formative assessments, and instructional practices.	ILT agendas, assessment protocols, walkthrough data.	District

	continuous improvement systems.			
1.12	The TOSA will facilitate instructional data cycles, support ILT implementation, assist with standards alignment, coordinate intervention planning, and strengthen equitable instructional practices for English Learners, Students with Disabilities, and students requiring academic intervention.	Teachers will collaborate with the TOSA to review student data, implement targeted interventions, monitor student progress, and apply UDL and differentiated instructional strategies to support student learning.	Data cycle agendas, intervention plans, COST/SST documentation, student progress monitoring reports, classroom walkthrough data, and professional learning artifacts.	Equity Multiplier - 0.70 Teacher on Special Assignment (TOSA), Alternative School Support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	All Students: 141.4 points below standard; English Learners: 165.9 points below standard	Increase ELA performance by at least 25 points for All Students and English Learners
SBAC Math	All Students: 258 points below standard; English Learners: 266.7 points below standard	Increase Math performance by at least 20 points for All Students and English Learners

English Learner Progress Indicator	56.4% English Learner Progress	Increase EL Progress Indicator by at least 10 percentage points
ELPAC Redesignation	Current redesignation rate below district goals	Increase redesignation rate by at least 10%
Standards-Based Instruction	Walkthrough data indicate inconsistent use of standards-based instruction across classrooms	100% of classrooms will demonstrate evidence of standards-aligned learning targets and instructional practices during walkthroughs
Instructional Collaboration	Limited evidence of schoolwide collaboration and data cycles identified in WASC findings	All departments and ILT teams will participate in regular collaborative data review and instructional planning cycles
Student Access to Rigorous Curriculum	WASC identified inconsistent access to rigorous, standards-based curriculum	Increase access to standards-aligned coursework, interventions, and project-based learning opportunities for all students

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal:

By the end of the 2026–27 school year, Lincoln High School will reduce suspension rates, strengthen school connectedness, improve student engagement, and increase student access to social-emotional and behavioral supports through restorative practices, MTSS/COST systems, Community Schools implementation, and integrated student supports.

The overall student suspension rate will decrease from 12.7% to below 9%, with targeted reductions for Students with Disabilities, English Learners, Long-Term English Learners, and African American students.

Lincoln High School will strengthen Tier 1 and Tier 2 behavioral interventions through restorative circles, counseling supports,

trauma-informed practices, mindfulness programming, youth leadership opportunities, and data-informed PBIS systems. The school will continue expanding Community School programming and student leadership opportunities through the Community School Action Team (CSAT), Principal's Advisory Committee, after-school programs, and culturally responsive wellness activities.

The school will also strengthen MTSS and COST systems to identify students requiring academic, behavioral, attendance, and social-emotional interventions while increasing collaboration among teachers, counselors, administrators, wellness providers, and community partners.

Success will be measured through suspension data, attendance data, CalSCHLS school climate indicators, student surveys, and increased participation in school leadership and intervention programs.

Identified Need:

CalSCHLS and WASC findings indicate that Lincoln High School has strong caring adult relationships and a strong sense of belonging for many students; however, suspension data, meaningful participation data, and behavioral indicators demonstrate a need for stronger Tier 1 supports, restorative systems, and social-emotional learning structures.

Students with Disabilities continue to be suspended at disproportionately higher rates than their peers, and suspension rates remain elevated for several student groups. WASC findings also identified a need for stronger MTSS systems, increased collaboration, and more systematic intervention structures to support student engagement, behavior, and attendance.

Reducing suspension rates and strengthening student connectedness will require consistent implementation of restorative practices, positive behavior supports, trauma-informed practices, counseling interventions, and opportunities for student leadership and voice.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Expand socioemotional learning groups and wellness programming during and after school.	Teachers refer students to SEL groups and reinforce SEL skills in classroom settings.	SEL group rosters, referral logs, program flyers.	Community School Grant
2.2	Implement structured	Teachers support	Participation records,	Community School Grant

	alternatives to suspension through after-school intervention and restorative programs.	intervention programming and restorative reintegration processes.	suspension data, restorative plans.	
2.3	Expand mental health counseling and wellness supports through Equity Multiplier and Community School resources.	Teachers implement trauma-informed practices and refer students to supports through MTSS/COST systems.	COST tracker, counseling referrals, intervention records.	Equity Multiplier
2.4	Ensure students with disabilities receive appropriate placement, accommodations, and behavioral supports aligned to FAPE requirements.	Teachers regularly review IEP accommodations, behavior plans, and support strategies.	IEP implementation logs, walkthrough data, staff meeting agendas.	District
2.5	Expand student leadership opportunities through CSAT, Principal's Advisory Committee, and Community School leadership structures.	Teachers encourage and support student participation in leadership opportunities.	CSAT agendas, leadership rosters.	Community School Grant
2.6	Conduct quarterly student climate and engagement surveys to monitor school connectedness and student needs.	Teachers review student survey results and use feedback to improve classroom practices and student engagement.	Survey results, staff meeting agendas, action plans.	Community School Grant
2.7	Strengthen MTSS/COST systems to support	Teachers participate in intervention meetings and	COST agendas, intervention plans, attendance and	Community School Grant

	intervention planning for attendance, behavior, and social-emotional needs.	implement classroom-based supports and interventions.	behavior data.	
2.8	Create a Culture and Climate Team to review suspension, attendance, and referral data regularly	Teachers implement PBIS systems, proactive classroom supports, and restorative practices to reduce referrals.	Culture and Climate Team agendas, suspension reports, PBIS documentation.	District
2.9	The TOSA will support attendance intervention systems, coordinate COST and SST processes, assist with SART implementation, and monitor intervention effectiveness.	Teachers will collaborate with the TOSA to identify students needing attendance, behavioral, or social-emotional interventions and implement classroom-based supports and intervention strategies.	Attendance intervention records, COST agendas, SST documentation, SART records, student support plans, attendance data, and intervention tracking logs.	Equity Multiplier – Shared 0.70 FTE Teacher on Special Assignment (Lincoln High School / San Leandro Virtual Academy)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Suspension Rate	12.7% suspended at least one day	Reduce overall suspension rate to below 9%
Students with Disabilities Suspension Rate	30.6% suspended at least one day	Reduce suspension rate for Students with Disabilities to below 15%
English Learner Suspension Rate	6.7% suspended at least one day	Reduce suspension rate for English Learners to below 5%
Student Connectedness	CalSCHLS Student Connectedness: 66%	Increase student connectedness to at least

		72%
Meaningful Participation	Student meaningful participation: 37%	Increase meaningful participation to at least 50%
Caring Adult Relationships	74% of students report caring adults at school	Increase caring adult relationships to at least 80%
Feel Safe at School	84% of students report feeling safe at school	Maintain or increase school safety indicator above 85%
MTSS/COST Systems	WASC identified need for stronger intervention systems	Implement consistent MTSS/COST referral, intervention, and progress monitoring systems schoolwide
Restorative Practices	Inconsistent implementation of restorative supports identified in Annual Review	Increase use of restorative interventions and alternatives to suspension as measured through intervention participation and reduced suspension days

Goal 3

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

School Goal:

By the end of the 2026–27 school year, Lincoln High School will strengthen family engagement, stakeholder voice, and shared leadership by increasing opportunities for families, students, staff, and community partners to participate in school planning, Community Schools implementation, WASC continuous improvement processes, and college and career readiness activities.

Lincoln High School will provide regular communication, culturally responsive outreach, translation and interpretation support, family engagement events, and leadership opportunities that strengthen trust, belonging, and collaboration between school and home. The school will increase participation in School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Schools advisory structures, and parent education opportunities.

The school will also strengthen communication systems to ensure families receive timely information related to student progress, graduation requirements, attendance, college and career readiness, social-emotional supports, and available school resources.

This work aligns with WASC growth areas related to stakeholder involvement, shared decision-making, school vision development, and systems for continuous improvement.

Success will be measured through family participation data, survey results, event attendance, communication logs, SSC/ELAC participation, and stakeholder feedback.

Identified Need:

CalSCHLS parent survey data, WASC findings, and stakeholder feedback indicate a need to strengthen family engagement, stakeholder voice, and shared decision-making structures at Lincoln High School. Parent survey data show low levels of parent involvement in school activities and limited perceptions that the school actively seeks family input or encourages parents to be active partners in the educational process.

WASC findings also identified limited evidence of stakeholder involvement in the development, review, and monitoring of schoolwide planning processes, including the SPSA and continuous improvement systems. While Lincoln High School demonstrates strong relationships and a welcoming environment for students and families, the school must continue strengthening systems that increase

authentic family partnership, student leadership, communication, and shared accountability.

Many Lincoln students and families face barriers related to attendance, transportation, language access, work schedules, prior negative school experiences, and navigating postsecondary systems. Families also expressed a desire for increased communication regarding classroom instruction, graduation requirements, college and career readiness opportunities, financial aid, and ways to support students academically and socially-emotionally.

Lincoln High School's Community Schools implementation, Equity Multiplier funding, and family engagement structures provide opportunities to strengthen family leadership, increase culturally responsive engagement practices, improve communication systems, and ensure students, families, staff, and community partners have meaningful opportunities to shape school priorities and support student success.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Conduct family surveys in fall, winter, and spring to gather feedback related to communication, engagement, and student supports.	Teachers support survey participation and encourage family feedback.	Survey results, outreach logs, meeting notes.	District
3.2	Provide quarterly family education and resource nights aligned to parent survey feedback and student needs.	Teachers support presentations and participate in family engagement activities.	Event calendars, attendance records, presentation materials.	Community School Grant
3.3	Strengthen regular communication through ParentSquare, newsletters, email, and direct outreach.	Teachers provide regular updates on student progress, coursework, attendance, and supports.	ParentSquare communication logs, newsletters, family communication records	District

3.4	Provide translation and interpretation services at family events and meetings.	Teachers support culturally responsive communication with families.	Translation billing, translated materials, meeting agendas.	Translation Budget \$1,277
3.5	Develop stakeholder leadership opportunities connected to Community Schools implementation, SSC, ELAC, and WASC continuous improvement work.	Teachers support student and family participation in leadership opportunities and school planning activities.	SSC/ELAC agendas, Community School advisory notes, participation logs.	Community School Grant
3.6	Increase outreach to families of English Learners, Students with Disabilities, and students experiencing attendance challenges.	Teachers participate in outreach and provide families with information regarding interventions and supports.	Outreach logs, attendance intervention records, family participation data.	District
3.7	Develop stakeholder leadership opportunities connected to Community Schools implementation, SSC, ELAC, and WASC continuous improvement work.	Teachers will encourage and support student and family participation in leadership opportunities, advisory groups, Community School activities, and school improvement processes.	SSC and ELAC agendas, Community School Action Team records, participation logs, meeting sign-ins, family engagement event attendance, and stakeholder feedback surveys.	Equity Multiplier

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement in School	17% positive response on CalSCHLS Parent Survey	Increase parent involvement to at least 30%

School Encourages Parent Partnership	33% positive response	Increase to at least 50%
School Actively Seeks Parent Input	50% positive response	Increase to at least 65%
Families Feel Welcome at School	50% positive response	Increase to at least 65%
Parent Education Opportunities	Limited evening parent education opportunities during prior school year	Conduct at least four family engagement or parent education events annually
SSC/ELAC Participation	Limited stakeholder participation identified in WASC findings	Increase participation and attendance at SSC, ELAC, and Community School engagement events
Communication with Families	53% positive response regarding communication	Increase family communication satisfaction to at least 65%
Stakeholder Leadership Opportunities	WASC identified limited stakeholder involvement in planning and monitoring processes	Expand family, student, and community leadership participation through SSC, ELAC, Community School Action Team, and advisory opportunities

Goal 4

LCAP Goal 4: Equity Multiplier

School Goal:

By the end of the 2026–27 school year, Lincoln High School will increase student access to college, career, and postsecondary readiness opportunities through expanded dual enrollment, Career Technical Education (CTE), work-based learning, financial literacy, attendance supports, counseling services, and integrated academic and social-emotional interventions.

The school will continue expanding opportunities for students to participate in dual enrollment with Chabot and Laney Colleges, MC3

pre-apprenticeship pathways, Culinary Arts, Financial Algebra, CPR certification, internships, career exploration activities, FAFSA completion, and real-world learning experiences connected to students' postsecondary goals.

English Learners, Students with Disabilities, and socioeconomically disadvantaged students will receive targeted supports through ELD paraeducator services, counseling interventions, attendance outreach, wellness supports, and individualized college and career planning.

The school will continue utilizing Equity Multiplier and Community Schools funding to strengthen integrated student supports, increase attendance, reduce barriers to graduation, and improve College & Career Indicator outcomes.

Success will be measured through:

- Increased graduation rates
- Increased College & Career Indicator outcomes
- Increased FAFSA completion
- Increased dual enrollment participation
- Increased participation in work-based learning and CTE pathways
- Increased attendance and student engagement
- Improved ELPAC and redesignation outcomes for English Learners.

Identified Need:

Dashboard, graduation, attendance, and College & Career Indicator data demonstrate a continued need to expand equitable access to college, career, and postsecondary readiness opportunities for Lincoln High School students. Many students enroll at Lincoln significantly behind in credits and often require additional academic, attendance, behavioral, and social-emotional supports to remain engaged and graduate.

The College & Career Indicator remains low, reflecting historical inequities in access to A-G approved coursework, dual enrollment, internships, Career Technical Education pathways, work-based learning, and postsecondary planning opportunities. English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to experience barriers to college and career readiness, including attendance challenges, limited access to rigorous coursework, inconsistent engagement, and the need for additional language and intervention supports.

WASC findings identified the need to increase realistic college and career opportunities, expand career-connected learning

experiences, and provide more relevant and engaging pathways that help students connect school to future goals. The WASC Progress Report also highlighted the importance of expanding dual enrollment, strengthening Career Technical Education opportunities, increasing FAFSA completion, and improving access to internships and real-world learning experiences.

Lincoln High School's Equity Multiplier funding and Community Schools implementation provide opportunities to strengthen counseling supports, increase attendance interventions, expand dual enrollment and CTE pathways, improve postsecondary planning systems, and increase access to internships, MC3 pre-apprenticeship opportunities, field trips, and career-connected learning experiences that support graduation, engagement, and long-term student success.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
4.1	Continue dual enrollment partnerships and counseling supports to increase college credit attainment.	Teachers support student enrollment and participation in dual enrollment opportunities	Dual enrollment rosters, FAFSA completion, field trip records.	.5 FTE Counselor \$70,000
4.2	Expand CTE pathways, and MC3 pre-apprenticeship opportunities	Teachers implement curriculum aligned to Board-adopted course outlines and pathway expectations.	Master schedule, pathway enrollment data, CTE participation.	District
4.3	Implement attendance incentive campaigns and attendance intervention supports.	Teachers reinforce attendance expectations through advisory and direct communication.	Attendance data, ParentSquare communication, incentive participation logs.	District
4.4	Continue targeted ELD support through ELD paraeducator services and	Teachers incorporate language supports and scaffolds into classroom instruction.	Walkthroughs, lesson plans, ELPAC progress data.	Equity Multiplier \$50,000

	integrated ELD supports.			
4.5	Expand Wellness Together counseling and mental wellness supports.	Teachers refer students to wellness supports and reinforce SEL strategies.	Counseling schedules, referral logs, wellness participation.	Equity Multiplier \$35,000
4.6	Continue .33 FTE Office Technician support to improve attendance monitoring and family communication.	Teachers collaborate with office staff regarding attendance interventions and outreach.	Attendance reports, communication logs.	Equity Multiplier \$31,470
4.7	Expand work-based learning, internships, field trips, CPR certification, and real-world learning opportunities.	Teachers facilitate field trips and connect instruction to career exploration and postsecondary planning.	Field trip logs, CPR certifications, internship participation records.	Community Schools
4.8	Expand College and Career Center activities to support FAFSA completion, career exploration, resume development, and postsecondary planning.	Teachers support classroom integration of career readiness and postsecondary planning activities.	FAFSA completion data, career event participation, college application tracking.	Community School Grant / Equity Multiplier
4.9	The TOSA will coordinate systems to identify students at risk of falling behind in credits, attendance, graduation progress, or postsecondary	Teachers will collaborate with the TOSA to monitor student progress, identify barriers to graduation, connect students to interventions and supports, and reinforce college and career readiness	Graduation monitoring reports, attendance data, intervention records, counselor referrals, credit completion reports, FAFSA tracking, and postsecondary planning documentation.	Equity Multiplier – Shared 0.70 FTE Teacher on Special Assignment (Lincoln High School / San Leandro Virtual Academy)

	readiness and ensure timely interventions are implemented.	planning.		
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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College & Career Indicator (CCI)	4.8%	Increase CCI to at least 10%
Graduation Rate	72.7% graduation rate	Increase graduation rate to at least 78%
Dual Enrollment Participation	Dual enrollment opportunities established with Chabot College & Laney College	Increase dual enrollment participation by at least 10 students
FAFSA Completion	FAFSA completion support in place but inconsistent completion rates	Increase FAFSA completion by at least 15%
MC3/CTE Participation	MC3 and CTE opportunities expanded during 2025-26	Increase participation and completion in MC3 and CTE pathways
CPR Certification Participation	CPR opportunities available through field trips and activities	Increase number of students completing CPR certification and career-connected learning experiences
English Learner ELPAC Performance	17% Level 1, 60% Level 2, 23% Level 3	Increase percentage of English Learners scoring at Levels 3 and 4
Attendance and Engagement	Chronic absenteeism and attendance challenges continue to impact graduation and engagement	Increase attendance and student participation in college and career readiness opportunities
Work-Based Learning Opportunities	WASC identified need for expanded	Increase internships, field trips, guest

	realistic college and career opportunities	speakers, trade partnerships, and career-connected learning opportunities for students
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Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025–26 school year, Lincoln High School made meaningful progress in implementing strategies designed to improve academic achievement, school climate, college and career readiness, and equitable access to supports for students. The school continued strengthening standards-based instruction through increased collaboration with district instructional coaches, the development of the Instructional Leadership Team (ILT), and ongoing professional learning focused on Universal Design for Learning (UDL), grading for equity, and instructional alignment. Teachers began developing and implementing scope and sequence documents and increased collaboration around curriculum, assessment, and student progress monitoring.

Lincoln also expanded opportunities for college and career readiness through dual enrollment with Chabot College, the MC3 pre-apprenticeship pathway, Culinary Arts, CPR certification opportunities, college visits, and expanded counseling supports. These efforts contributed to growth in the College and Career Indicator and increased student awareness of postsecondary options.

The school continued implementing Community Schools strategies that expanded integrated student supports, family engagement opportunities, student leadership, after-school programming, and partnerships with community organizations. Programs such as FLY Law, EverForward, mindfulness supports, counseling services, and student leadership opportunities increased student engagement and strengthened school connectedness.

Lincoln also made significant progress in increasing equitable access to instruction for Students with Disabilities through implementation of the Lead and Support co-teaching model. This resulted in increased inclusion in general education classrooms, stronger collaboration between general and special education staff, and improved access to grade-level curriculum and supports.

While academic performance remains below state standards in English Language Arts and mathematics, Dashboard data indicate growth in ELA, science, graduation rate, English Learner Progress, and College and Career Readiness indicators. Continued focus is needed on mathematics achievement, data-driven instructional practices, attendance, suspension reduction, and increasing

outcomes for English Learners and Students with Disabilities. Overall, the strategies implemented during the 2025–26 school year established stronger systems for continuous improvement and positioned the school to continue addressing the needs identified through WASC, ATSI, Community Schools, and Equity Multiplier planning.

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

Lincoln High School did not experience significant differences between the intended goals of the SPSA and the overall allocation of resources used to support implementation. However, several strategies evolved throughout the school year as the school responded to changing student needs, WASC findings, and opportunities created through Community Schools and Equity Multiplier funding.

During the year, the school placed a greater emphasis on strengthening instructional systems, including the creation of the Instructional Leadership Team (ILT), implementation of standards-aligned scope and sequence documents, increased classroom walkthroughs, and expanded collaboration with district instructional coaches. These efforts were not originally envisioned as a major component of implementation but became an important focus area as the school responded to WASC recommendations regarding standards alignment, data use, and instructional coherence.

In addition, some behavioral and intervention programs required adjustments in implementation due to staffing capacity, scheduling challenges, and the increasing complexity of student needs. As a result, resources were directed toward expanding counseling supports, restorative practices, student wellness programming, attendance interventions, and Community School supports to better meet student needs.

While the overall budget remained aligned to the approved SPSA, implementation became more focused on strengthening systems of continuous improvement, inclusive instructional practices, MTSS/COST processes, and integrated student supports. These adjustments helped improve alignment between the SPSA, WASC Action Plan, Community Schools implementation priorities, and Equity Multiplier goals.

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.

As a result of the analysis of implementation data, Dashboard indicators, WASC findings, and stakeholder feedback, Lincoln High School will maintain its overall SPSA goals while refining and strengthening several actions, outcomes, and implementation strategies.

For Goal 1, the school has increased its focus on standards-based instruction, data-driven decision-making, and instructional coherence. New actions were added to support the work of the Instructional Leadership Team (ILT), standards alignment, formative assessment practices, and teacher collaboration. Annual measurable outcomes were also revised to include specific growth targets related to English Language Arts, mathematics, English Learner progress, and implementation of standards-aligned instructional practices. These changes can be found in Goal 1 actions and measurable outcomes.

For Goal 2, Lincoln will strengthen MTSS/COST systems, restorative practices, and student support structures in response to suspension data and WASC recommendations. Additional actions were added to support intervention planning, behavior supports, student leadership, and Community Schools programming. Annual outcomes now include measures related to school connectedness, meaningful student participation, suspension reduction, and student wellness. These changes are reflected in Goal 2 actions and measurable outcomes.

For Goal 3, the school expanded its focus on stakeholder engagement, shared leadership, and family participation. New actions were added to strengthen SSC, ELAC, Community School advisory structures, and family engagement opportunities. Measurable outcomes were revised to include parent engagement and communication indicators from CalSCHLS survey data. These changes can be found in Goal 3 actions and measurable outcomes.

For Goal 4, Lincoln increased its emphasis on college and career readiness, dual enrollment, work-based learning, FAFSA completion, Career Technical Education pathways, and postsecondary planning. Annual outcomes were revised to include specific measures related to graduation, College and Career Indicator performance, dual enrollment participation, internships, and career-connected learning opportunities. These revisions are reflected in Goal 4 actions and measurable outcomes.

Collectively, these updates strengthen alignment between the SPSA, WASC Action Plan, Community Schools implementation priorities, Equity Multiplier investments, ATSI requirements, and district LCAP goals while supporting a more systematic process for continuous improvement.

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	\$8,000	\$7,860	\$15,550	n/a	\$1,277	n/a	\$66,353

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 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

AMOUNT

N/A

N/A

N/A

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.]

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 (\$)
Title 1	\$8,000
LCAP Initiatives	\$7,860
Translation Budget	\$1,277

Subtotal of additional federal funds included for this school: \$17,137

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	\$236,825
Prop 28	\$32,000
Unrestricted	\$28,945
Secondary Graduation	\$15,550
Unrestricted	\$28,945

Subtotal of state or local funds included for this school: \$477,265.
 Total of federal, state, and/or local funds for this school: \$494,402.

Detailed School Site Budget

Goal	Action #	Description	Funding Source	Amount
1	1.5	Structured collaboration time for departments, ILT, and interdisciplinary planning	Title I	\$8,000
1	1.8	Supplemental instructional materials and technology resources to support equitable access to rigorous curriculum	Unrestricted	\$28,945
1	1.9	Project-based learning and real-world learning opportunities connected to postsecondary pathways	LCAP Initiatives	\$7,860

1	1.12	1 Shared 0.70 FTE Teacher on Special Assignment (TOSA) supporting data cycles, intervention systems, MTSS/COST, UDL implementation, and equitable student supports	Equity Multiplier	Included in Equity Multiplier Allocation
2	2.1	Socioemotional learning groups and wellness programming during and after school	Community Schools Grant	Included in Community Schools Allocation
2	2.2	Alternatives to suspension through restorative and intervention programs	Community Schools Grant	Included in Community Schools Allocation
2	2.3	Expanded mental health counseling and wellness supports	Equity Multiplier	Wellness Together \$30,000
2	2.4	Support for students with disabilities through inclusive practices and behavioral supports	District	District funded

2	2.5	Student leadership opportunities through CSAT, Principal's Advisory Committee, and Community School leadership structures	Community Schools Grant	Included in Community Schools Allocation
2	2.6	Quarterly student climate and engagement surveys	Community Schools Grant	Included in Community Schools Allocation
2	2.7	Strengthened MTSS/COST systems and intervention planning	Community Schools Grant	Included in Community Schools Allocation
2	2.8	Culture and Climate Team implementation and PBIS supports	District	District Funded
2	2.9	Shared 0.70 FTE Teacher on Special Assignment (TOSA) supporting attendance intervention, COST/SST processes, and student supports	Equity Multiplier	Included in Equity Multiplier Allocation

3	3.1	Family surveys and stakeholder feedback collection	District	District Funded
3	3.2	Quarterly family education and resource nights	Community Schools Grant	Included in Community Schools Allocation
3	3.3	ParentSquare communication, news	District	District Funded
3	3.4	Translation and interpretation services	Translation Budget	\$1,277
3	3.5	Family and stakeholder leadership opportunities connected to SSC, ELAC, Community Schools, and WASC implementation	Community Schools Grant	Included in Community Schools Allocation
3	3.6	Outreach to families of EL and Students with Disabilities, and students with attendance concerns	District	District Funded

4	4.1	.5 FTE Counselor supporting dual enrollment, FAFSA completion, attendance, graduation, and postsecondary planning	District	District Funded
4	4.2	Expansion of CTE pathways and MC3 pre-apprenticeship opportunities	District	District Funded
4	4.3	Attendance incentive campaign and attendance interventions	District	District Funded
4	4.4	ELD Paraeducator supporting English Learners and language development	Equity Multiplier	Included in Equity Multiplier Allocation
4	4.5	Wellness Together counseling and mental health supports	Equity Multiplier	Included in Equity Multiplier Allocation
4	4.6	.33 FTE Office Technician supporting attendance	Equity Multiplier	Included in Equity Multiplier Allocation

		monitoring and family communication		
4	4.7	Work-based learning, internships, CPR certification, field trips, and career-connected learning opportunities	Community Schools Grant	Included in Community Schools Allocation
4	4.8	College & Career Center activities, FAFSA completion, career exploration, resume development, and postsecondary planning	Community Schools Grant / Equity Multiplier	Included in Allocations

4	4.9	Shared 0.70 FTE Teacher on Special Assignment (TOSA) supporting graduation monitoring, attendance interventions, and postsecondary readiness systems	Equity Multiplier	Included in Equity Multiplier Allocation
Goals 1-4	Prop 28	Arts enrichment, student voice projects, culturally responsive learning experiences, and performance-based activities	Prop 28	\$32,000

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
Karen Giles-Deal	Parent
Maria Sanchez	Student
Elizabeth Martinez	Parent
Melissa Padilla Davalos	Classified
Scott Gordon	Teacher
Dana Chavez	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 28, 2026.

Name	Signature	Date	Role
Karen Giles-Deal		05-28-26	SSC Chairperson
Dana Chavez		05-28-26	Principal