THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LINCOLN HIGH SCHOOL

2016-17

37-68338-0114025
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school’s educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Ross, John
Contact Person: Ross, John
Position: Lead Principal
Telephone Number: 619-266-6500
Address: 4777 Imperial, Lincoln High, San Diego, CA, 92113,
E-mail Address: jross2@sandi.net

The following items are included:
☑ Recommendations and Assurances
☑ Data Reports
☑ SPSA Assessment and Evaluation Summary
☑ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☑ Home/School Compact

Board Approval: June 28, 2016

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.
2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Lincoln High School

SITE CONTACT PERSON: John Ross

PHONE: (619) 266-6500  FAX: (619) 266-6605  E-MAIL ADDRESS: jross2@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
☒ Title 1 Schoolwide Programs (SWP)  ☐ Program Improvement (PI)
☐ Y1  ☐ Y2  ☐ Y3  ☐ Y4  ☐ Y5  ☒ Y5 +

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)  Date of presentation: 2/24/2016
☐ Community Advisory Committee for Special Education Programs (CAC)  Date of presentation:
☒ Gifted and Talented Education Program Advisory Committee (GATE)  Date of presentation:
☒ Site Governance Team (SGT)  Date of presentation: 2/24/2016
☐ Other (list): ____________________  Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2/24/2016

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

John Ross  
Type/Print Name of School Principal  5/19/2016  
Signature of School Principal

Stephanie Beltran  
Type/Print Name of SSC Chairperson  5/19/2016  
Signature of SSC Chairperson

Type/Print Name of Area Superintendent  
Signature of Area Superintendent

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

Updated 01.14.16mj8
**Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
   A. Data Reports
   B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
   C. Home/School Compact
   D. Categorical Budget Allocations Summary Grid
   E. 2016-17 SPSA Assessment and Evaluation
   F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
   G. WASC Recommendations (WASC Schools Only)
Lincoln High Single Plan for Student Achievement

Single Plan for Student Achievement: Executive Summary

Introduction
Lincoln High School STEAM Middle College, an urban public high school located in the Lincoln Park neighborhood of southeast San Diego, first opened in 1947 and closed for rebuilding in 2001. The brand new Lincoln opened its doors in September 2007 and focused on four career pathways: social justice, arts, science and engineering and public safety. The school currently serves more than 1,500 students and provides them with the opportunities to enhance their academic development through relevant programs and coursework. Students may enroll in a large selection of Advance Placement (AP) courses and participate in the Achievement via Individual Determination (AVID) program. Additional supports are available for English language learners and students with Individualized Education Programs (IEPs). Since its 2007 reopening, Lincoln has been awarded accreditation by the Western Association of Schools and Colleges (WASC). It has also completed its first full self-study, as required by WASC. That process includes an extensive investigation of all of the school’s programs by the Lincoln staff, students, community, and families in the interest of continual school improvement. In August of 2014 Lincoln implemented the STEAM (science, technology, engineering, arts, and math) Middle College, which affords students the opportunity to take college courses while in high school. These courses are taught by college professors on the Lincoln campus.

School Vision and Reality
The vision of Lincoln High School is to create a school community that inspires and supports academic excellence and exceptional character. In an effort to achieve this vision, we strive to create a rigorous academic learning environment where every graduate possesses the knowledge and skills that will allow them to enter a four year university of their choice or proceed into the workforce. Lincoln's vision also includes cultivating a culture in which every student feels academically and socially empowered to achieve the goals of their choice. Students will be supported as they develop self-identity in an effort to determine their contribution to society.

Lincoln continues to experience declining enrollment since reopening in 2007. The current enrollment is 1413 students, with the major subgroups being, African-Americans, Latinos, English Learners and school-wide Title 1(Socio-Economically Disadvantaged). Lincoln's curriculum is that all students are placed in a college-bound program to complete the University of California's a-g requirements. Completion rates are low due to high numbers of D's and F's in mandated courses. This year's Single Plan for Student Achievement will focus on using data to guide instruction. We will also create a comprehensive Response to Intervention plan that will provide timely support to struggling students.

Core and Supplemental Supports
Teacher Allocations:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
High School: 1:29.13

Nurse:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
Enrollment/Days Per Week
Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-592</td>
<td>1 day per week</td>
</tr>
<tr>
<td>593-1,185</td>
<td>2 days per week</td>
</tr>
<tr>
<td>1,186-1,774</td>
<td>3 days per week</td>
</tr>
<tr>
<td>1,775-2,366</td>
<td>4 days per week</td>
</tr>
<tr>
<td>2,367 and above</td>
<td>5 days per week</td>
</tr>
</tbody>
</table>

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. High School = 4 days for each counselor. High School counselor ratio is 1:459.

HEALTH TECHNICIAN
Allocation is based on projected enrollment and managed centrally.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-374</td>
<td>1</td>
</tr>
<tr>
<td>375-1,511</td>
<td>2</td>
</tr>
<tr>
<td>1,512-2,267</td>
<td>3</td>
</tr>
<tr>
<td>2,268 and Above</td>
<td>4</td>
</tr>
</tbody>
</table>

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD’s learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).
**SPSA ALIGNMENT TO THE LEA PLAN**
SDUSD’s LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**
The SSC has discussed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.
## SCHOOL SITE COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Beltran</td>
<td>Student/SSC Chair</td>
</tr>
<tr>
<td>Nataly Herrera</td>
<td>Student</td>
</tr>
<tr>
<td>Anaysia Payton</td>
<td>Student</td>
</tr>
<tr>
<td>Juan Orozco</td>
<td>Community Member</td>
</tr>
<tr>
<td>Marilyn Argrow-Benford</td>
<td>Parent</td>
</tr>
<tr>
<td>Frank Alardi</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Chris Dier</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Leah Gray</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Carl Davis</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Dora Maher</td>
<td>Other School Representative</td>
</tr>
<tr>
<td>John Ross</td>
<td>Principal</td>
</tr>
<tr>
<td>Judy Harris</td>
<td>Parent/SSC Co-Chair</td>
</tr>
</tbody>
</table>
**Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**
* By 06/30/2017, 35 % of Lincoln High Grade 9-11, Students will perform at grade level mastery in PLC Common Assessment(s), and mastery level in SBAC, increasing from 24 % to 35 %, a gain of 11.00 %

**Closing the Gap SMART Goal:**
* By 06/30/2017, 40 % of Lincoln High Black or African American, Grade 9-11, Students will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 22 % to 40 %, a gain of 18.00 %
* By 06/30/2017, 9 % of Lincoln High Grade 9-11, English Learner, Students will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 3 % to 9 %, a gain of 6.00 %
* By 06/30/2017, 20 % of Lincoln High Grade 9-11, Students with Disability will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 13 % to 20 %, a gain of 7.00 %
* By 06/30/2017, 40 % of Lincoln High Hispanic or Latino, Grade 9-11, Students will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 19 % to 40 %, a gain of 21.00 %

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

**Other Assessments (Please Specify):**

2014 - 2015 Interim Assessments, Common Assessments, CELDT data were used to evaluate progress and set target goals for 2015-2016. PLC's developed common assessments aligned to CCSS to include: two mid-terms, one semester final and one End-of-Course Exam will be used to measure performance targets.

**Progress and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**
**Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Area 2: Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics SMART Goal:</strong></td>
<td></td>
</tr>
<tr>
<td>* By 06/09/2017, 25% of Lincoln High Grade 9-11, Students will perform at grade level mastery in PLC Common Assessment(s) and mastery level in SBAC, increasing from 14% to 25%, a gain of 11.00%</td>
<td></td>
</tr>
<tr>
<td><strong>Closing the Gap SMART Goal:</strong></td>
<td></td>
</tr>
<tr>
<td>* By 06/09/2017, 25% of Lincoln High Black or African American, Grade 9-11 will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 9% to 25%, a gain of 16.00%</td>
<td></td>
</tr>
<tr>
<td>* By 06/11/2017, 30% of Lincoln High Hispanic or Latino, Grade 9-11, Students will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 10% to 30%, a gain of 20.00%</td>
<td></td>
</tr>
<tr>
<td>* By 06/11/2017, 25% of Lincoln High Grade 9-11, Special Education, Students will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 0% to 25%, a gain of 25.00%</td>
<td></td>
</tr>
<tr>
<td>* By 06/11/2017, 15% of Lincoln High Grade 9-11, English Learner, Students will perform at grade level mastery level in Site Developed or PLC Common Assessment(s), increasing from 3% to 15%, a gain of 12.00%</td>
<td></td>
</tr>
</tbody>
</table>

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [x] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [ ] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [x] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**

2014 - 2015 Interim Assessments, Common Assessments, CELDT data were used to evaluate progress and set target goals for 2015-2016. PLC's developed common assessments aligned to CCSS to include: two mid-terms, one semester final and one End-of-Course Exam will be used to measure performance targets.

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**

SPSA Template Revised 5/3/2016
### Area 3: English Learner

**English Learner SMART Goal:**
* By 06/30/2017, the number of Lincoln High Grade 9-11, English Learner, Students performing “met standard” on SBAC will increase as the number of students performing “nearly met” will decrease.

**Closing the Gap SMART Goal:**

**What data did you use to form these goals?**

<table>
<thead>
<tr>
<th></th>
<th>API</th>
<th>AYP</th>
<th>CAHSEE</th>
<th>CELDT</th>
<th>Other</th>
<th>Interim Assessments</th>
<th>End-Of-Course Exams</th>
<th>SBAC</th>
<th>DRA2</th>
</tr>
</thead>
</table>

**Other Assessments (Please Specify):**
2013 API and CST data were used to evaluate progress and set target goals for 2013-2014. PLC developed common assessments aligned to CCSS to include: mid-terms, end-of-course, and on demand writing will be used to measure current performance targets.

**Progress and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD’s learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**
### Area 4: Graduation/Promotion Rate

**Graduation Rate SMART Goal:**
* By 06/09/2017, increase in Graduation/Promotion Rate of Lincoln High Students, Grades 9-12 to decrease the number of Ds and Fs in a-g courses.

Decrease the number of Ds and Fs earned in a-g courses by 10% by course by 6/10/2017.
Decrease credit deficiencies by providing credit recovery opportunities through intervention courses built into the school day, after school programs, and Saturday school.

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

**Other Assessments (Please Specify):**
Grades for a-g courses

**Progress and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD’s learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**
**Area 5: Parent Involvement and Community Engagement**

**Parent Involvement and Community Engagement SMART Goal:**
Teachers will attempt to contact 100% of Lincoln High School Parents/Guardians once per semester for proactive and positive personal communication. Counselors will contact or meet with Lincoln High School Parents/Guardians quarterly for proactive and positive personal communication.

**Targeted Population:**
Families of 9-12th graders and all reporting groups

**What data did you use to form these goals?:**
- Teacher parent contact logs
- Contact Log entries in PowerSchool
- Grade Level Assemblies/Parent Nights
- Mentorship Programs
- Increase home visits
- Parent Academic Liaison/Parent room classes

**Progress and Growth Monitoring:**
Teachers will keep track of parent contacts via phone logs, parent notes, emails, etc. (If teachers discover contact information is not up to date, teachers will submit name to attendance clerk for assistance)

**Title 1 Arts Grant (Award Sites ONLY):**
Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Area 6: Additional Site Identified Area (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Site Identified SMART Goal:</strong></td>
</tr>
<tr>
<td>* By 06/30/2017, 95 % of Lincoln High Students will perform at 95% average period daily level Attendance, increasing from 93.05 % to 95 %, a gain of 1.95 %</td>
</tr>
<tr>
<td><strong>Closing the Gap SMART Goal:</strong></td>
</tr>
<tr>
<td><strong>WHAT DATA DID YOU USE TO FORM THESE GOALS?</strong></td>
</tr>
<tr>
<td>□ API □ AYP □ CAHSEE □ CELDT □ Other □ Interim Assessments □ End-Of-Course Exams □ SBAC □ DRA2</td>
</tr>
</tbody>
</table>

**Other Assessments (Please Specify):**
PowerSchool/Attendance

**Professional and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal.
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**Title 1 Arts Grant (Award Sites ONLY):**
### BUDGET: Resources Aligned to Area Goals

**Core Program:** Universal Access to Strong Core Instructional Program (Tier 1):

- Fully implement school-wide Small Learning Community Academies for all student grades 10-12.
- Enroll all ninth grade students in learning team with core teachers to support academic, social, and mentoring support.
- Offer after-school 9th grade study skills class for all students.
- All 9th grade students will participate in a summer orientation.
- Engage all teachers in school-wide professional reading to increase effective instructional strategies.
- Provide opportunities for tutoring and technology supports in an after-school support program (four days a week).
- Offer CAHSEE Support classes within the school day.
- Focus on instructional strategies based on SDAIE to improve achievement of English learners.
- Continue to focus supports and interventions through Embedded Support.
- All departments and teachers will disaggregate data to support individual students, as well as significant subgroups.
- Continue to align assessments and evaluation with literacy, ELD and math standards.
- Continue development of timelines from which the standards will be taught.
- Create Problem Based Learning (PBL) projects for standards-based lessons.
- Share standards-aligned materials that have been used successfully to teach and re-teach the standards.
- Analyze data to guide instruction and disaggregate assessment data to modify and pace instruction.
- Share best practices that improve Mastery Teaching of standards.
- Continue implementation of the math frameworks.
- Continue to focus and develop the elements of an advisory support through English 1-2 and English 3-4 courses.
- Provide test prep support for students to take the PSAT and SAT.
- Administer the PSAT to 10th grade students during the school day.
- Administer the Naviance career assessment to 11th grade students.
- Increase the number of students participating in AP and AVID courses.
- Fund AVID team to attend AVID summer conference.

### Strategic Support (Tier 2)

- Targeted small group instruction will be used.
- Enroll students who perform significantly below in reading in a Period 7 after-school class.
- Provide increased after-school educational opportunities for under-performing students.
- Support of ESL students to meet the standards with 1.0 ELST position and hourly IA assistance.
Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Develop and implement instructional strategies to scaffold standards to meet the needs of English learners.
- Provide after-school math support four days a week.
- Offer after-school CAHSEE support.
- Continue on-going RTI team
- Provide after-school CAHSEE support for 10th grade students scoring below grade level.
- Develop targeted intervention program based on student needs, throughout the school year.

Intensive Intervention (Tier 3)
- Create a 9th grade alternative support program for incoming students who score significantly below grade level.
- Create content area extended day and summer CAHSEE support classes.
- Provide additional support for students that are FB, BB, and basic on the CST.
- Incentive programs.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):

4x4 Schedule to provide more opportunities for interventions throughout the academic day.
Parallel A/B Intervention courses for 9th and 10th grade students to increase literacy and math achievement (AVID, LAA)
Parallel A/B Intervention EL courses for 9th and 10th grade EL students to increase literacy and math achievement (AVID, LAA, ALD)
Parallel A/B Intervention MultiSkills courses for 9th and 10th grade students with IEPs to increase literacy and math achievement

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source/Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Regular Teacher, 1.0000</td>
<td>$78,121.00</td>
<td>3637-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>02, 04</td>
<td>Math support classes for students in Early intermediate and Intermediate</td>
<td></td>
</tr>
<tr>
<td>Position School Librarian, 1.0000</td>
<td>$86,570.00</td>
<td>3637-30100-00-1201-2420-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03</td>
<td>Provide extra literacy support throughout the year. Inventory/collection and distribution of text books at the beginning and at the end of school year</td>
<td></td>
</tr>
<tr>
<td>Position Regular Teacher, 0.4000</td>
<td>$31,248.40</td>
<td>3637-30100-00-1107-1100-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03</td>
<td>Math or English support classes for students in Early intermediate and Intermediate</td>
<td></td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?: Maximizing Instructional Time: Teacher Professional Development – AVID, SpringBoard, Co-teaching, Administration classroom visits, Department common assessments, District Learning Cycles, and standardized site expectations.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):
Parallel A/B Intervention courses for 9th and 10th grade students to increase literacy and math achievement (AVID, LAA)
Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Parallel A/B Intervention EL courses for 9th and 10th grade EL students to increase literacy and math achievement (AVID, LAA, ALD)
Parallel A/B Intervention MultiSkills courses for 9th and 10th grade students with IEPs to increase literacy and math achievement
In addition, provide credit recovery courses during the instructional day and after school to capture students that are credit deficient.
Create an online learning center to provide opportunities for students to recover credits (projected time December 2016).

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
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<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
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<td>01, 02, 03</td>
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How will you monitor these strategies/activities?: Counselors will conduct credit checks, and monitor the credit recovery program. Also, Teacher Professional Development – AVID, SpringBoard, Co-teaching, Administration classroom visits, Department common assessments, District Learning Cycles, and standardized site expectations.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):
Provide teachers opportunity during the summer to get AVID training (math department)
English Department will adopt the SpringBoard curriculum to implement in their classes to provide consistency and congruency cross department
SpringBoard strategies will be cross-pollinate to other departments by the English Department
Cross-curricular articulation will take place weekly
All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.
Site professional development for the 2016-17 year will focus on multiple representations in mathematics, English Language Arts, and Social Studies.
### Lincoln High  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
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<tbody>
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<td>Teacher hourly to support common planning, reading comprehension, professional development, data analysis and student supports</td>
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<td>01, 02, 03</td>
<td>Teacher release time for common planning to support reading comprehension, professional development, data analysis and student support</td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?:** AVID, SpringBoard, Co-teaching, Administration classroom visits, Department common assessments, District Learning Cycles, and standardized site expectations.

### 4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):
Provide credit recovery courses during the instructional day and after school to capture students that are credit deficient. Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. San Ysidro Clinic, Vista Hill, Youth and Transition managers, and School Psychologists will provide emotional support to meet the needs of students to perform well in classes.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you monitor these strategies/activities?:</td>
<td>Monthly grade-level assemblies, weekly/monthly sessions via San Ysidro Clinic, six week programs through Vista Hill, when needed sessions with site psychologists</td>
<td></td>
<td></td>
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</tr>
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</table>

### 5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):
Opportunities for parent engagement: 9th, 10th, 11th and 12th grade parent nights, Fall Open House and Spring Parent Night, Senior Financial Aid Night

Also, school will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing
reading strategies.

AAAE Meetings and Cluster Meetings

Parent Center, in collaboration with ARC, provide computer classes, and opportunities for parents to navigate PowerSchool to monitor their child grades and attendance.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source Area Goal(s)</th>
<th>Rationale</th>
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<td>05</td>
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</table>

**How will you monitor these strategies/activities?** Accessibility for parents to the Parent Center. Parent Center Academic Liaison communicates with parents to inform them about upcoming events, and classes for parents. Site website is currently updated to indicate upcoming events and guides parents through our academic as well as our athletic calendar. Partnership with UCSD and the College and Career Center on-site to advertise and recruit parents to participate.
### Local Control Funding Formula Goals

#### Goal 1: Intervention Supports
Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal:**
Tutoring support will be provided both during and after school, to increase the number of students achieving grade level mastery on the Common Core Standards as evidenced by meeting or exceeding grade level a-g graduation requirements. English and Math teachers will communicate regularly with the Academic Lab teachers to identify and support students struggling with content area curriculum.

**Identified Need:**
Interventions will focus on students in all grade levels who have earned below a 2.0 GPA or, are currently earning "D’s" or "F’s.”.

**Target Group:**
Leadership team will monitor student data to assess and identify needed interventions and supports for students earning a 2.0 GPA or below or considered at-risk of failing.

**Monitoring:**
Student progress is monitored on a bi-weekly basis during admin meetings with counselors and the admin team and on a monthly basis with ILT personnel.

**Personnel Responsible:**
Administration, ILT, Counselors, Classroom and Resource Teachers, and Site Tech

#### Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal:**
To increase access to grade level curriculum and strengthen the level of instruction through supplemental academic supports such as, technology based learning programs that support/reinforce classroom instruction. To support our English Language Learners, we will strategically program students based on level of English proficiency.

**Identified Need:**
Lincoln High School will build teacher capacity by focusing on site based instructional strategies, that will help teachers progress in their understanding of these practices and effectively apply them each period of the day.

**Target Group:**
All students, with the primary focus on English Language Learners.

**Monitoring:**
Weekly collaboration between classroom teachers and English Language Support Teacher to gage proficiency progress.

**Personnel Responsible:**
Administration, ELST’s and classroom teachers.

#### Goal 3: Professional Development
Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Professional learning is a response to student and adult need—according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**
Professional Development opportunities and collaboration amongst teachers to calibrate Common Core instruction and develop common formative and summative assessments to maximize student achievement according to desired outcomes.

**Identified Need:**
In an effort to increase student outcomes and strengthen the level of rigorous instruction in the classroom, staff will need on-going professional development opportunities and time for PLC collaboration for planning.

1. **Staff Meetings**
Monthly faculty meetings, highlighting district learning cycle, site instructional practices and analyzing student performance data

2. **Professional Learning Communities (PLCs)**
Lincoln High teachers are encouraged to engage in weekly PLC meetings under the direction of department chair leaders. PLC development will consist of intensive learning cycles centered on a specific goal. This format provides professional and instructional support to PLCs through a weekly cycle of continuous program improvement that assures rigor, relevance, and relationships. Department chair leaders facilitate the PLC meetings and collaborate with district department resource teachers.

3. **Instructional Leadership Team**
The Instructional Leadership Team meets monthly to discuss instructional issues and make recommendations regarding PLCs.

4. **Focus Walks**
Daily visits in classrooms across content area focus on school-wide instructional strategies that are designed to gather data to gauge the level of implementation of instructional practices. The data gathered during these instructional visits will be shared and discussed with staff and used to inform future professional development.

5. **Learning Walks**
Provide opportunities for teachers to observe classes (in a structured and supportive way), to open up classroom practices, by inviting teacher to conduct classroom observations with the administrative staff upon approval of the observed teacher. (In a non-evaluative manner)

**Target Group:**
All students and staff.

**Monitoring:**
Monitoring of progress is conducted through the PLCs and regularly scheduled grade level collaboration. Additional monitoring is conducted through the evaluation and observation processes by the Administration.

**Personnel Responsible:**
Administration, Department chairs, Teachers, and ILT

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.
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<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
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<td>LCFF</td>
<td>LCFF 1, LCFF 2</td>
<td>PARA hourly, to be used for workshops and extra time.</td>
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## Lincoln High Single Plan for Student Achievement

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<td>Library books and materials to support the teaching in the library</td>
</tr>
<tr>
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<td></td>
<td>Tutoring and extra support for students below grade level</td>
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</table>
APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports
B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
C. Home/School Compact
D. Categorical Budget Allocations Summary Grid
E. 2016-17 SPSA Assessment and Evaluation
F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
G. WASC Recommendations (WASC Schools Only)
APPENDIX A

DATA REPORTS
ENGLISH LANGUAGE ARTS

Percent of Students at Each Achievement Level

MATHEMATICS

Percent of Students at Each Achievement Level
APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY OR PARENT INVOLVEMENT POLICY FOR NON-TITLE I SCHOOLS
Lincoln High School

Title I Parent Involvement Policy

In the fall, an annual meeting will be held to share with parents a description of the Title program and its requirements.

Lincoln High School will provide monthly parent meetings to allow for parent involvement. Meetings are held the last Thursday of the month at 5:30 pm with Spanish language translation provided. Translation for other languages will be provided as needed or requested. During the first 20 minutes of the meeting the Principal will provide updates on educational topics and issues. The floor will be open for Q&A. Topics covered during the meetings will include:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in Title I activities.
- Conferencing with counselors and teachers.
- Providing training programs to help parents connect with their children and support their education.
- Honoring cultural diversity.
- Community Walkthroughs.

Lincoln High has developed a written Title I parental involvement policy with input from Title I parents. The parent involvement policy developed with the input and suggestion from adequate representation of Title 1 parents with children during an SSC meeting. Parents and community members were given the opportunity to be a part of the shared decision making process with regards to the school budget as it relates to Title 1.

The policy was distributed to parents of Title I students. The Title I parent involvement policy is distributed in the fall during open house.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Lincoln High, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

  To establish and strengthen the connection between the school, Parents and, the community, at the beginning of each school year parents are informed of involvement opportunities at the Back to school night, and the 9th grade summer bridge program. The Lincoln Cluster meetings are also additional times when parents and community members received valuable Title I information and requirements.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Lincoln offers meetings once a month with the SSC, SGT,
Principal Chat (mornings and evenings), and events such as parent meetings for financial aid as well as parent workshops. School counselors also meet with the parents and share valuable Title I information.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school’s Title I programs and the Title I parental involvement policy.

  Parents and community members participate in a number of programs at school including SSC, SGT, WASC AAAE, and monthly evening meetings with updates about Title 1 funding and implications for student academic success.

- The school provides parents of Title I students with timely information about Title I programs. Monthly reports are provided to parents about Title I programs during the SSC meetings, Principal’s chats and other evening meetings held by our school’s Parent liaison volunteer.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

  Representatives from various departments of Lincoln, provides progress checks in reference to the new common core and CAHSEE results as well as the intervention strategies being used to support all students.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are invited to participate in the SSC, SGT, Principal’s Chat, A AA E and additional parent workshops throughout the school year. *It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school’s programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]**

  The school has a yearly process (monthly SSC meetings) where updates and changes are made periodically. These meetings include adequate representation of Title I parents with children who attend Lincoln High School
APPENDIX C

HOME/SCHOOL COMPACT
HOME/SCHOOL COMPACT

Lincoln High School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California’s high standards.

This Home/School Compact is in effect during school year 2016-2017

School Responsibilities

Lincoln High School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards as follows:
   - Content-area collaboration and professional development led by Content-area Resource Teachers
   - Professional Learning Communities focused on checking for student understanding
   - Learning—Centered classrooms, aligned with research from the National Center for Urban School Transformation
   - Strategic use of data to assess student learning and appropriate adjustments to instruction and academic interventions

2. Hold parent-teacher meetings during which this compact will be discussed as it relates to the individual child’s achievement.
   - Monthly parent meetings in Lincoln’s Family Resource Center
   - Back to School Night (fall)
   - Thematic Open House events
   - Four Family Conferencing Minimum Days
   - Grade – level parent meetings with counseling staff
   - Individual conferences as arranged by parent, counselor and teacher(s)

3. Provide parents with frequent reports on their child’s progress.
   - 6-week progress reports distributed to students and mailed home
   - Semester grades mailed home
   - On-line access to up-to-date grades, attendance and behavior through Student Connect or other online grading program (as defined in course syllabus)
   - Teacher and counselor individual phone contact or Blackboard/Connect Ed message as necessary

4. Provide parents reasonable access to staff.
   - Email addresses, prep period and phone extension published in class syllabi and school website
   - Conference – period meeting as scheduled

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:
   - Access to visit classrooms after checking into the student’s Center
   - Follow SDUSD’s policy for school volunteers

“The mission of Lincoln High School is to create a school community that inspires and supports academic excellence and exceptional character.”
Parent Responsibilities

We, as parents, will support our child’s learning by:
- Monitoring attendance and grades regularly
- Making sure that homework is completed
- Monitoring the amount of television my child watches
- Volunteering in my child’s school
- Participating, as appropriate, in decisions relating to my child’s education
- Promoting positive use of my child’s extracurricular time
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups
- Providing up to date and accurate contact information
- Returning requested materials in a timely manner

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards.
- Strive for the “Buzz Six”
- Do our homework and study every day
- Ask for help when we need it, and accept help from staff and peers
- Be organized and prepared for school each day
- Attend class on time and fully participate in the lesson
- Read at least 30 minutes every day outside of school time
- Give all notices and information received to our parents or the adult who is responsible for our welfare
- Monitor our progress and take advantage of tutoring or other support that may help us achieve
- Participate in after school activities to expand our high school experience

**Families and students without Internet access at home are invited to Lincoln’s Parent Center and/or Library for computer use.**

“The mission of Lincoln High School is to create a school community that inspires and supports academic excellence and exceptional character.”
APPENDIX D

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
San Diego Unified School District  
Site: 3637 Lincoln High  
As of Date 05-05-2016  
Extended Summary  

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>TOTAL</th>
<th>FTE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>30100 Title I Basic</td>
<td>345,622.00</td>
<td>6,690.00</td>
<td>29,059.00</td>
<td></td>
</tr>
<tr>
<td>30103 Title I</td>
<td>345,622.00</td>
<td>6,690.00</td>
<td>29,059.00</td>
<td></td>
</tr>
<tr>
<td>30106 Title I</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Certificated Salaries / Monthly  
- 2.40 195,939.40 - - -
- 1.40 109,369.40 - - -
- 1.00 86,570.00 - - -
Certificated Salaries 39,000.00 - 24,400.00
1157 Classroom Teacher Hrly - - 6,200.00
1162 Short Term Leave Visiting Tchr 1,000.00 - -
1170 Prof&Curriclm DevHrlyClsrmTchr 8,000.00 - 6,200.00
1192 Prof&Curriclm Dev Vist Tchr 30,000.00 - 12,000.00
Classified Salaries - 3,100.00 -
2281 Other Support Prsnl PARAS Hrly - 1,300.00 -
2455 Tech Professional OTBS Hrly - 1,800.00 -
Employee Benefits 74,247.59 736.25 4,167.52
Books and Supplies 19,935.01 2,353.75 491.48
4201 Library Books - - -
4301 Supplies 19,935.01 2,100.00 491.48
4304 Inservice supplies - 253.75 -
Services and Other Operating 16,500.00 500.00 -
5207 Travel Conference 1,000.00 - -
5209 Conference Local 1,000.00 500.00 -
5726 Interprogram Svcs/Postage 500.00 - -
5733 Interprogram Svcs/Paper 10,000.00 - -
5735 Interprogram Svcs/Field Trip 2,000.00 - -
5841 Software License 2,000.00 - -
### APPENDIX E

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

School Name: LINCOLN HIGH SCHOOL STEAM MIDDLE COLLEGE

<table>
<thead>
<tr>
<th>Analysis of Scores - Focus Area</th>
<th>Notes/Action/Decisions</th>
</tr>
</thead>
</table>
| **Maximizing Instructional Time**               | Curriculum-based assessments  
Student participation  
Collaboration  
Attendance                                                                                                                                 |
| **Closing the Achievement Gap**                 | Targeted groups are: English Learners, Hispanic, SWD, Socio-economically disadvantaged, African American; intervention lines built in the master schedule to supplement instruction. |
| **Professional Development**                    | Provide the following: Avid Training, Development of Professional Learning Committees                                                                 |
| **Graduation/Promotion**                        | Implement credit recovery opportunities through extended day periods, summer school opportunities, tutoring opportunities                                |
| **Parent Engagement**                           | SSC, SGT, Parent Room, Parent Computer Classes, Parent Nights, Financial Aid Nights, Meet the Teacher Night, PowerSchool communication, school website information, Coffee with the Principal, AAAE, cluster meetings |
School Name: Lincoln High School

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2016-17 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT SCHOOLS

Enter Total Allocation: Resource 30100 $345,622.00
Enter Total Allocation: Resource 30106 $29,059.00
Sum or Resources 30100 & 30106 $374,681.00
10% allocation needed for PD $37,468.10

<table>
<thead>
<tr>
<th>Resource</th>
<th>Acct</th>
<th>Description of how funds reserved for PD will be used to remove the school from PI status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 30100</td>
<td>30106 1192</td>
<td>Teacher release time for common planning to support reading comprehension, professional development, data analysis and student support</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>☑ 30100</td>
<td>30106 1170</td>
<td>Teacher hourly to support common planning, reading comprehension, professional development, data analysis and student support</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>☑ 30100</td>
<td>30106 5207/5209</td>
<td>Professional development travel conference attendance for teachers / Local conference attendance for teachers</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>☑ 30100</td>
<td>30106 1170</td>
<td>Teacher hourly to support common planning, reading comprehension, professional development, data analysis and student support</td>
<td>$6,200.00</td>
</tr>
<tr>
<td>☑ 30100</td>
<td>30106 1192</td>
<td>Teacher release time for common planning to support reading comprehension, professional development, data analysis and student support</td>
<td>$12,000.00</td>
</tr>
</tbody>
</table>

Total Allocated - Must be at least 10% of the sum of 30100 and 30106 $58,200.00
10% allocation has been met YES

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.
### Appendix G

**WASC Recommendations**

**Year: 2016-2017**

**School: Abraham Lincoln High School**

<table>
<thead>
<tr>
<th>WASC Recommendations</th>
<th>Goal # Addressed in SPSA</th>
<th>Timeline</th>
<th>Activities in SPSA that address WASC Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand professional development to include additional differentiation of instructional strategies in the classroom to better engage students to increase student learning outcomes and to allow all students to access the curriculum</td>
<td>Goal 1 &amp; 2</td>
<td>Math and English meet twice a month in their PLC’s</td>
<td>Student placement, collaborative planning, lesson plan design, monitoring student progress, reteaching and supplemental support such as REV Prep, use of common assessments. Use of Mapp, grade level co-created common assessments</td>
</tr>
<tr>
<td>2. Use data from common formative and summative assessments to reteach and differentiate instruction to increase student learning outcomes</td>
<td>Goal 1 &amp; 2</td>
<td>Daily classroom instruction from August 2016 to June 2017</td>
<td>Math – Skills test administered every Friday. Students are in tutoring classes as needed after school. Groupings by skill levels and flexible groupings to support student improvement.</td>
</tr>
<tr>
<td>3. Expand outreach to families and the community to help change the perception of the school to reflect the new Lincoln</td>
<td>Goal 5</td>
<td>Every grading period (6 weeks) from Aug. 2016 to June 2017)</td>
<td>We have a functional parent learning center staffed with a Parent Academic Liaison who provides ongoing workshops to bridge classroom learning and family support, provide a variety of</td>
</tr>
</tbody>
</table>
workshops on a weekly basis to support student learning. Ongoing principals chat at 9am and 5pm on a monthly basis. SGT and SSC presentations to parents. Community walkthroughs of classroom and opportunities for feedback.

| Goal 1 & 2 | Every grading period (6 weeks) from Aug. 2016 to June 2017 | Heads of department progress presentation to SSC and Sgt on a monthly basis. Clustering teachers by content area and subject matter to allow for better professional development opportunities for all teachers. Grade level specific PLC’s data gathering to facilitate collaboration between teachers. Vertical and Horizontal planning within specific content area. |

| 4. Implement alternative ways to allow all staff to participate in and benefit from collaboration to enhance student learning as students move to greater proficiency in the standards. |  |  |

| 5. | Goal |  |

| 6. | Goal |  |

| 7. | Goal |  |

| 8. | Goal |  |