

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT LINCOLN HIGH SCHOOL

2011-12

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:** Alvarez, Ana

**Contact Person:** Alvarez, Ana

**Position:**

**Telephone Number:**

**Address:**

**E-mail Address:** aalvarez2@sandi.net

**The following items are included:**

- Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- Data Reports
- SPSA Assessment
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact
- SARC

**Board Approval:** (*December 13, 2011*)

**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.*



San Diego Unified School District  
Office of Accountability  
Monitoring and Accountability Reporting Department

2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Lincoln High School

DUE on October 14, 2011

SITE CONTACT PERSON: Ana Galindo Shapiro and Ana Maria Alvarez

PHONE: 619-266-6500

FAX: 619-266-6531

E-MAIL ADDRESS: aalvarez2@sandi.net

Check the appropriate box

TITLE I     PROGRAM IMPROVEMENT

TYPE OF SITE PLAN (check the appropriate box):

- SPSA                       SIG/QEIA
- QEIA                          i3

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.

BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE

- English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs (CAC)
  - Gifted and Talented Education Program Advisory Committee (GATE)
  - Site Governance Team (SGT)
  - Other (list): \_\_\_\_\_
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: 10/12/2011

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.

Ana Galindo Shapiro

Typed Name of School Principal

Signature of School Principal

10/14/11  
Date

Rav Adair

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10/14/11  
Date

Brenda Campbell

Typed Name of Area Superintendent

Signature of Area Superintendent

10/14/11  
Date

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

DUE on October 14, 2011

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## SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

Legal Requirements for the SPSAEC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

## SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

### INTRODUCTION

The mission of Lincoln High School is to create a school community that inspires and supports academic excellence and exceptional character. The goals outlined in our Single Plan for Student Achievement are directly tied to building our school community, improving student performance and character-building. Reopened in the 2007-08 school year, Lincoln struggled and persevered through a challenging start and state-wide testing results suffered as a result. Since then, Lincoln has continued to make incremental increases in student achievement.

Lincoln has experienced declining enrollment since reopening and has hovered below 2,000 students. The major subgroups include African-American, Latino, English Learners and school-wide Title 1 (Socio-Economically Disadvantaged). The Academic Performance Index (AYP) continues to improve, growing 75 points since 2008 to 617 in 2011. English Learners perform at significantly lower levels in all CST tested courses, and have therefore been targeted for student and staff support. Lincoln completed its first full Self-Study for WASC accreditation and the goals represented in the 2011-2012 plan reflect growth areas identified by the Visiting Team.

Lincoln's default 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 Ds and Fs in mandated courses. This year's Single Plan for Student Achievement is the guiding force for a comprehensive Response to Intervention framework first implemented in the 2010-2011 school year and further revised in the 2011-2012 academic year.

### PROCESS FOR MODIFYING THE SPSA

In the fall of 2010, the School Site Council reviewed data from the previous school year. Throughout the school year, regular data reports were given to the Council as aligned with the quarterly monitoring timeline.

The development of the 2011-2012 SPSA has been a collaborative undertaking. Initial conversations from SSC meetings were the starting place for revising goals and activities. The SSC Chair became a member of Lincoln's Instructional Leadership Team (ILT) and feedback was gathered from both bodies in drafting initial goals. The 2011-2012 plan has also incorporated recommendations made by the WASC Visiting Team and the school's Self-Study and has been revised with official testing results reported in August 2011.

### CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

Major changes to the 2011-2012 SPSA are evident in the ELA and mathematics goals which are now tied to student performance on the California Standards Tests instead of the California Exit Exam. All other goals present in the current plan are revisions to the 2010-2011 plan with special attention paid to improving monitoring and accountability.

### PERSONNEL

Personnel funded by categorical monies include content-area resource teachers who are responsible for Tier 1 supports, the development of common assessments and facilitation of content-area professional development. Title 1 funds will also be used to fund an Intervention Coordinator who has expertise in both math and language arts, as well as special education. The Intervention Coordinator will oversee all Tier 2 student supports. The English Learner Coordinator will support Lincoln's approximately 600 students who are currently classified as ELs both through both push in and pull

out supports. Two counselors and one teacher serve as Deans of Students who support students with behavioral and academic issues. The remaining faculty members are those whose assignments are either fully or partially intervention classes during the school day. These courses include APEX (Credit Recovery), ESL, CAHSEE Prep, Literacy Advancement Academy, Read 180, and clustered content classes for English Learners.

#### BUDGET

Because of district-wide budget cuts which represent a loss of approximately 15% of the school's overall operational funding, the use of categorical allocations is particularly important to guarantee students' needs are met. Increased efficiency of personnel and professional development time is a priority and focuses on the needs of students not yet meeting proficiency.

#### CONCLUSIONS

The School Site Council has analyzed 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 support students meeting and exceeding performance goals while raising the academic performance of student groups not meeting state standards.

**INSTRUCTIONAL LEADERSHIP TEAM**

Member Name	Role
Ana Maria Alvarez	Principal
Ana Shapiro	Principal
Angie Bruno	English Learner Coordinator
Eden Orlando	ELA Department Chair
Erin Leszynski	Vice Principal
Jennifer Ogo	Science Department Chair
Joe Wiseman	Lead Administrator, Center for Science and Engineering
Karla Hermosillo-Alcala	School Psychologist
John Ross	Lead Administrator, Center for the Arts
Margo Denton	Librarian
Precious Jackson-Hubbard	AVID Coordinator
Ray Adair	Math Department Chair and Technology Resource Teacher
Roberta Hobson	CA Partnership Academy
Stephanie Brown	Intervention Coordinator
Jonathan Hash	Social Studies Department Chair
Debbie Nevin	VAPA Department Chair
Barbara Adams	ROP/ Technology Department Chair
Patricia Beall	Physical Education Department Chair
Mia Martinez	SPED Department Chair

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Ana Shapiro	Principal
Tracey Stevenson	Student- SJ
Danny Blas	Teacher
Sonia Lunceford	Teacher
Angel Ramirez	Student- Arts
Jeanniffer Prieto	Student- PS
John Salazar	Teacher
Keashonna Christopher	Parent
Michelle Bryant	Parent
Nicolas Espinal	Parent

Nikki Kimball	Teacher
Ray Adair	Other School Personnel- SSC Chairperson
Sally Smith	Community Member: DAC Representative
Kayla Andrews	Student= S&E
Mia Martinez	Other School Personnel
Dan Camacho	Teacher

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intervention Materials    Instructional Time    School Admin Training    Highly Qualified Teachers    Monitoring System    On-going Instructional Assistance    Monthly Teacher Collaboration    Lesson and course pacing/ intervention    Fiscal Support

**AREA 1: ENGLISH/LANGUAGE ARTS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  
  Instructional Time  
  School Admin Training  
  Highly Qualified Teachers  
  Monitoring System  
  On-going Instructional Assistance  
  Monthly Teacher Collaboration  
  Lesson and course pacing/ intervention  
  Fiscal Support

**English/Language Arts SMART Goal:**

\* By 06/30/2012, 49 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in English-Language Arts on the CST , increasing from 23 % to 49 % , a gain of 26.00 %

**Closing the Gap SMART Goal:**

\* By 06/30/2012, 51 % of Lincoln High Grade 9-11, Students, Black or African American will perform at Proficient or Advanced level in English-Language Arts on the CST , increasing from 26 % to 51 % , a gain of 25.00 %

\* By 06/30/2012, 36 % of Lincoln High Grade 9-11, Students, English Learner will perform at Proficient or Advanced level in English-Language Arts on the CST , increasing from 4 % to 36 % , a gain of 32.00 %

\* By 06/30/2012, 35 % of Lincoln High Grade 9-11, Students with Disability will perform at proficient or advanced level in English-Language Arts on the CST, increasing from 3 % to 35 % , a gain of 32.00 % points

\* By 06/30/2012, 46 % of Lincoln High Grade 9-11, Students, Hispanic or Latino will perform at Proficient or Advanced level in English-Language Arts on the CST , increasing from 22 % to 46 % , a gain of 24.00 %

**How does this goal align to our Local Educational Agency Plan goals?:**

This goal represents an ambitious single year improvement toward SDUSD's proficiency rates in Language Arts, with ultimate goal of 100% proficiency in ELA for all students in 2014.

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

(findings from data analysis)

API  
  AYP  
  CAHSEE  
  CELDT  
  CST  
  District Benchmarks  
  Other

Other (Please Specify)::

**Key Findings: What did the analysis of the data reveal that led you to these goals?**

In previous years, the ELA goal has been tied to CAHSEE proficiency rates in an effort to remove Lincoln from Program Improvement status. We continue to be dedicated to this endeavor, however, concluded that more students and teachers would be affected by a goal centering on CST proficiency. Furthermore, the site development of common assessments already tied to state standards make this change easier to monitor.

Which stakeholders were involved in data analysis and developing these goals?:			
SSC, Lincoln's Instructional Leadership Team and Lincoln staff			
Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/25/2011, 30 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in End Of Unit Exam	* By 01/27/2012, 36 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in End Of Course Exam	* By 03/30/2012, 42 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in End Of Unit Exam	* By 06/11/2012, 49 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in End Of Course Exam
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment.  Teachers will use tools like the Gates MacGinnitie, LAS Links, Revolution Prep, Learning Upgrade and other formative assessments to differentiate time in class for specific student needs one day per week in 9th and 10th grade English classes.  100 9th grade students are placed in a parallel academic support class based	Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment. The second quarterly monitoring assessment will be administered during the fall semester final exam period as the end of course exam.  Teachers will use tools like the Gates MacGinnitie, LAS Links, Revolution Prep and Learning Upgrade to differentiate time in class for specific student needs one day per week in 9th and 10th grade English classes.	Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment.  Teachers will use tools like the Gates MacGinnitie, LAS Links, Revolution Prep and Learning Upgrade to differentiate time in class for specific student needs one day per week in 9th and 10th grade English classes.  The English/ Language Arts Department Chair is responsible for preparing reports for the SSC on	Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment. The fourth quarterly monitoring assessment will be administered during the spring semester final exam period as the end of course exam.  Teachers will use tools like the Gates MacGinnitie, LAS Links, Revolution Prep and Learning Upgrade to differentiate time in class for specific student needs one day per week in 9th and 10th grade English classes.

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p>on 8th grade CST scores in math and ELA and previous grades.</p> <p>The English/ Language Arts Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>Based on performance on unit assessments and semester grades, 9th grade students may work their way into or out of the parallel academic support class.</p> <p>The English/ Language Arts Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>progress toward each goal during the quarterly monitoring window.</p>	<p>The English/ Language Arts Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>
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Description of Proposed Expenditures/Activities to Attain ELA Goal: Please enter activity, expenditures associated with activity, and select tier(s)

### 1.1 TIER 2 INTERVENTION COORDINATION

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$32,723.14	3637-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	Focus on 9th and 10th grade students in ELA and mathematics, coordinates Rtl supports for struggling students, teaches 5 sections of Tier 2 parallel academic support classes

### INTERVENTION/ ACADEMIC SUPPORT CLASSES

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$65,446.28	3637-70900-00-1107-1000-1110-01000-0000	EIA-SCE	9th and 10th grade ELA class size reduction
Position Regular Teacher	\$65,446.28	3637-70900-00-1107-1000-1110-	EIA-SCE	9th and 10th grade ELA class size

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Position Regular Teacher	\$6,544.63	01000-0000 3637-70910-00-1107-1000-1110-01000-0000	EIA: Limited English Proficie	reduction 9th and 10th grade ELA class size reduction
Short Term Leave Visiting Tchr	\$1,000.00	3637-70900-00-1162-1000-1110-01000-0000	EIA-SCE	Mandated costs for sick leave incurred by teachers tied to this goal

### CAMPUS-WIDE LITERACY SUPPORT

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position School Librarian	\$36,092.37	3637-30100-00-1201-2420-0000-01000-0000	Title I Basic Program	Literacy support through full time librarian, coordination of online and print materials, direct instruction of classes

### COMMON PLANNING AND DATA ANALYSIS

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm DevHrlyClstrmTchr	\$3,000.00	3637-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	Common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports
Prof&Curriclm Dev Vist Tchr	\$2,000.00	3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Visiting teachers to support common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports
Teacher hourly	\$2,000.00	3637-30100-00-1971-2140-1110-01000-0000	Title I Basic Program	Common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports

**TIERS 2 AND 3 INSTRUCTIONAL AND INSERVICE SUPPLIES**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Inservice supplies	\$8,172.00	3637-30100-00-4304-2130-0000-01000-0000	Title I Basic Program	Materials for teacher professional development and student supports
Supplies	\$1,791.00	3637-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Instructional supplies and materials for students
Supplies	\$5,000.00	3637-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Instructional supplies and materials for students
Interprogram Svcs/Paper	\$3,000.00	3637-70900-00-5733-1000-1110-01000-0000	EIA-SCE	Paper costs for running common assessments and supporting materials

**AFTER SCHOOL TUTORING**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Classroom Teacher Hrly	\$500.00	3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	Tutoring for students below grade level

**AREA 2: MATHEMATICS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**Mathematics SMART Goal:**

\* By 06/30/2012, 37 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in Mathematics on the CST , increasing from 5.5 % to 37 % , a gain of 31.50 %

**Closing the Gap SMART Goal:**

\* By 06/12/2012, 35 % of Lincoln High Grade 9-11, English Learner, Students will perform at proficient or advanced level in Mathematics on the CST , increasing from 3 % to 35 % , a gain of 32.00 %

\* By 06/12/2012, 35 % of Lincoln High Grade 9-11, Black or African American will perform at proficient or advanced level in Mathematics on the CST , increasing from 2.3 % to 35 % , a gain of 32.70 %

\* By 06/30/2012, 37 % of Lincoln High Grade 9-11, Hispanic or Latino, Students will perform at Proficient or Advanced level in English-Language Arts on the CST , increasing from 6 % to 37 % , a gain of 31.00 %

\* By 06/12/2012, 34 % of Lincoln High Grade 9-11, Special Education, Students will perform at proficient or advanced level in English-Language Arts on the CST , increasing from 1.7 % to 34 % , a gain of 32.30 %

**How does this goal align to our Local Educational Agency Plan goals?:**

This goal represents an ambitious single year improvement toward SDUSD's proficiency rates in Language Arts, with ultimate goal of 100% proficiency in Math for all students in 2014.

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

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

Other (Please Specify)::

**Key Findings: What did the analysis of the data reveal that led you to these goals?**

In previous years, the mathematics goal has been tied to CAHSEE proficiency rates in an effort to remove Lincoln from Program Improvement status. We continue to be dedicated to this endeavor, however, concluded that more students and teachers would be affected by a goal centering on CST proficiency. Furthermore, the site development of common assessments already tied to state standards make this change easier to monitor.

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Which stakeholders were involved in data analysis and developing these goals?:			
SSC, Lincoln's Instructional Leadership Team and Lincoln staff			
Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/25/2011, 13 % of Lincoln High Grade 9-11, Students will perform at Proficient or Advanced level in Math Benchmark 1	* By 01/27/2012, 21 % of Lincoln High Grade 9-11, Students will perform at proficient or advanced level in End Of Unit Exam	* By 03/30/2012, 21 % of Lincoln High Grade 9-11 will perform at proficient or advanced level in End Of Unit Exam	* By 06/12/2012, 29 % of Lincoln High Grade 9-11, Students will perform at proficient or advanced level in End Of Unit Exam
Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment.  Teachers use Algebra Readiness, STAR Math, Learning Upgrade, Acuity and other formative assessments to meet differentiated student needs one day per week.  100 9th grade students are placed in a parallel academic support class based on 8th grade CST scores in math and ELA and previous grades.	Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment. The second quarterly monitoring assessment will be administered during the fall semester final exam period as the end of course exam.  Teachers use Algebra Readiness, STAR Math, Learning Upgrade, Acuity and other formative assessments to meet differentiated student needs one day per week.	Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment.  Teachers use Algebra Readiness, STAR Math, Learning Upgrade, Acuity and other formative assessments to meet differentiated student needs one day per week.  The Math Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring	Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment. The fourth quarterly monitoring assessment will be administered during the spring semester final exam period as the end of course exam.  Teachers use Algebra Readiness, STAR Math, Learning Upgrade, Acuity and other formative assessments to meet differentiated student needs one day per week.

<p>The Math Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>Based on performance on end of course and unit assessments, as well as grades, 9th grade students may work their way into or out of the parallel academic support class.</p> <p>The Math Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>window.</p>	<p>The Math Department Chair is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>
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Description of Proposed Expenditures/Activities to Attain Math Goal: Please enter activity, expenditures associated with activity, and select tier(s)

## 2.1 TIER 2 INTERVENTION COORDINATION

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$32,723.14	3637-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	Focus on 9th and 10th grade students in ELA and mathematics, coordinates Rtl supports for struggling students, teaches 5 sections of Tier 2 parallel academic support classes

## 2.1 COMMON PLANNING AND DATA ANALYSIS

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm DevHrlyClstrmTchr	\$3,000.00	3637-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	Common planning to support reading comprehension, QTALL professional development, data

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr	\$2,000.00	3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	analysis and tier 1 student supports Visiting teachers for common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports
NonClsrm Prof&Curriclm DevHrly	\$2,000.00	3637-30100-00-1971-2140-1110-01000-0000	Title I Basic Program	Common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports
Interprogram Svcs/Paper	\$3,000.00	3637-70900-00-5733-1000-1110-01000-0000	EIA-SCE	Duplication costs for common assessments and instructional materials

### 2.1 TIER 2 INSTRUCTIONAL SUPPORT

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$34,151.31	3637-70900-00-1109-1000-1110-01000-0000	EIA-SCE	Coordination of curriculum pacing and common assessments, data analysis and student interventions
Interprogram Svcs/Field Trip	\$1,000.00	3637-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	Transportation for curriculum-related field trips
Inservice Supplies	\$10,000.00	3637-30100-00-4304-2130-0000-01000-0000	Title I Basic Program	Instructional support materials
Interprogram Svcs/Field Trip	\$500.00	3637-70900-00-5735-1000-1110-01000-0000	EIA-SCE	Transportation for curriculum-related field trips
Software License	\$500.00	3637-70900-00-5841-1000-1110-01000-0000	EIA-SCE	Math support computer program

### AFTER SCHOOL TUTORING

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Classroom Teacher Hrly	\$500.00	3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	Tutoring for students below grade level

**AREA 3: ENGLISH LEARNER**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**English Learner SMART Goal:**

\* By 06/30/2012, 36 % of Lincoln High Grade 9-11, Students, English Learner will perform at Proficient or Advanced level in English-Language Arts on the CST , increasing from 4 % to 36 % , a gain of 32.00 %

**Closing the Gap SMART Goal:**

How does this goal align to our Local Educational Agency Plan goals?:

This goal represents an ambitious single year improvement toward SDUSD's proficiency rates in language arts and mathematics and the NCLB mandate of 100% proficiency by 2014.

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

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

Other (Please Specify)::

**Key Findings: What did the analysis of the data reveal that led you to these goals?**

In previous years, the mathematics goal has been tied to CAHSEE proficiency rates in an effort to remove Lincoln from Program Improvement status. We continue to be dedicated to this endeavor, however, concluded that more students and teachers would be affected by a goal centering on CST proficiency. Furthermore, the site development of common assessments already tied to state standards make this change easier to monitor.

**Which stakeholders were involved in data analysis and developing these goals?:**

SSC, Lincoln Instructional Leadership Team and Lincoln staff

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/25/2011, 12 % of Lincoln High Grade 9-11, English Learner, Students will perform at Proficient or Advanced level in End Of Unit Exam	* By 11/25/2011, 20 % of Lincoln High Grade 9-11, Students, English Learner will perform at Proficient or Advanced level in End Of Course Exam	* By 03/30/2012, 28 % of Lincoln High Grade 9-11, English Learner, Students will perform at proficient or advanced level in End Of Unit Exam	* By 06/11/2012, 36 % of Lincoln High Grade 9-11, English Learner, Students will perform at proficient or advanced level in End Of Course Exam

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

<p>Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment.</p> <p>The English Learner Coordinator is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment. The second quarterly monitoring assessment will be administered during the fall semester final exam period as the end of course exam.</p> <p>The English Learner Coordinator is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment.</p> <p>The English Learner Coordinator is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>	<p>Each course-alike team uses common standards-based multiple-choice assessments at the conclusion of each unit. These exams are designed to mirror the format and performance bands of the California Standards Test. After each exam, teachers work individually and collaboratively to identify greatest student need for spiraling curriculum and skills for the next unit assessment. The fourth quarterly monitoring assessment will be administered during the spring semester final exam period as the end of course exam.</p> <p>The English Learner Coordinator is responsible for preparing reports for the SSC on progress toward each goal during the quarterly monitoring window.</p>
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**Description of Proposed Expenditures/Activities to Attain English Learner Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

ENGLISH LEARNER COORDINATION

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$39,267.77	3637-70910-00-1107-1000-1110-01000-0000	EIA: Limited English Proficie	Coordination of testing, accountability and student supports for English Learners

**ESL CLASSES**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$65,446.28	3637-70910-00-1107-1000-4760-01000-0000	EIA: Limited English Proficie	ESL 1-2, 3-4, and 5-6. Additional Language Arts support classes for students in Early Intermediate and Intermediate.
Short Term Leave Visiting Tchr	\$1,000.00	3637-70910-00-1162-1000-4760-01000-0000	EIA: Limited English Proficie	Mandated visiting teacher costs incurred by sick leave of teachers covered in this goal

**CELDT TESTING**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$5,000.00	3637-70910-00-1192-1000-1110-01000-0000	EIA: Limited English Proficie	CELDT Testing to monitor EL progress

**TIER 1 AND 2 INSTRUCTIONAL SUPPORT MATERIALS**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Interprogram Svcs/Paper	\$4,937.00	3637-70910-00-5733-1000-4760-01000-0000	EIA: Limited English Proficie	Instructional materials in support of English learners
Supplies	\$9.00	3637-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficie	Instructional materials in support of English learners

TRANSLATION FOR ELAC MEETINGS

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Clerical OTBS Hrly	\$80.00	3637-70910-00-2451-2495-4760-01000-0000	EIA: Limited English Proficie	Translation for ELAC meetings

AREA 4: GRADUATION/PROMOTION RATE

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

Graduation Rate SMART Goal:

\* By 06/15/2012, 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 6/12/2012.

Closing the Gap SMART Goal:

How does this goal align to our Local Educational Agency Plan goals?:

The district's move to A-G as default curriculum and graduation requirements supports this goal. The LEA graduation rate of 90% will be impacted by this change in policy and our site goal preemptively addresses the new requirements.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

Other (Please Specify)::

Grades for A-G courses

Key Findings: What did the analysis of the data reveal that led you to these goals?

Course completion will be used to measure student progress to graduation. Focusing on A-E requirements for core classes will facilitate meaningful course completion that supports the district move to A-G graduation requirements. Measuring completion rates (C or better), rather than simply passing rates, also supports a meaningful graduation rate metric. The goals for History, ELS, Science and Foreign Language will increase student completion rates to a level that decreases students receiving Ds and Fs by at least 15%. The closing the gap goal for Math will increase student completion rates to a level that decreases students receiving Ds and Fs by at least 20%.

Which stakeholders were involved in data analysis and developing these goals?:

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
<p>* By 10/21/2011, increase in Graduation/Promotion Rate of Lincoln High Students, Grades 9-12 to decrease the numbers of Ds and Fs in A-G courses by determining baseline</p>	<p>* By 02/03/2012, increase in Graduation/Promotion Rate of Lincoln High Students, Grades 9-12 to decrease the numbers of Ds and Fs in A-G courses by 3.3%</p>	<p>* By 03/16/2012, increase in Graduation/Promotion Rate of Lincoln High Students, Grades 9-12 to decrease the numbers of Ds and Fs in A-G courses by 6.6%</p>	<p>* By 06/15/2012, increase in Graduation/Promotion Rate of Lincoln High Students, Grades 9-12 to decrease the numbers of Ds and Fs in A-G courses by 10%</p>
<p><b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?</p>			
<p>After creating consistent grading practices in each content-area, first 6-week progress report grades will be analyzed for early identification of 9th grade students needing parallel academic support classes in math and English. Each A-G course completion rate (grades of C or better) will be monitored at the appropriate ILT and SSC meeting by reporting group to gauge progress toward the A-G completion rate goal. Teachers to distribute syllabi in their classes.</p> <p>Department chairs and Administrators complete classroom walkthroughs on a weekly basis.</p> <p>After the first progress reporting period, Administrators will meet with teachers regarding grade distribution and student supports.</p>	<p>12-week progress report grades will be analyzed and presented at the appropriate ILT and SSC meeting to continue support of teachers and students. Administrators will meet with teachers with disproportionate numbers of Ds and Fs and direct appropriate supports.</p> <p>Department chairs and Administrators continue classroom walkthroughs on a weekly basis.</p> <p>Course syllabi to be included on Lincoln website and in a binder in the main office.</p>	<p>Second semester 6-week progress report grades will be analyzed for early identification of 9th grade students needing parallel academic support classes in math and English. Each A-G course completion rate (grades of C or better) will be monitored at the appropriate ILT and SSC meeting by reporting group to gauge progress toward the A-G completion rate goal.</p> <p>Department chairs and Administrators continue classroom walkthroughs on a weekly basis.</p> <p>Saturday Recovery and evening classes to support credit recovery begin after first semester grades are distributed.</p>	<p>12-week progress report grades will be analyzed and presented at the appropriate ILT and SSC meeting to continue support of teachers and students.</p>

Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal: Please enter activity, expenditures associated with activity, and select tier(s)

### 4.1 CONFERENCES TO IMPROVE TEACHER CAPACITY

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Conference Local	\$10,000.00	3637-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	AVID, AP and other professional development for staff to improve graduation rate
Travel Conference	\$10,000.00	3637-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	AVID, AP and other professional development for staff to improve graduation rate
Contracted Svcs> \$25K	\$400.00	3637-30100-00-5100-1000-1110-01000-0000	Title I Basic Program	AVID Site Team professional development for instructional strategies to support completion of A-G requirements

### COMMON PLANNING AND DATA ANALYSIS

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$32,723.14	3637-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	Support for common assessments, data analysis and instructional use of technology to improve A-G course completion
Prof&Curriclm Dev Vist Tchr	\$3,000.00	3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Visiting teacher for common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports
Prof&Curriclm DevHrlyClstrmTchr	\$3,500.00	3637-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	Common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Counselor Hrly	\$450.00	3637-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	Counselor time for completing 4-year plans
NonClstrm Prof&Currielm DevHrly	\$4,000.00	3637-30100-00-1971-2140-1110-01000-0000	Title I Basic Program	Common planning to support reading comprehension, QTALL professional development, data analysis and tier 1 student supports
Interprogram Svcs/Paper	\$3,774.00	3637-70900-00-5733-1000-1110-01000-0000	EIA-SCE	Duplication costs for common assessments and instructional documents

### TIER 1 AND 2 INSTRUCTIONAL SUPPORT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Inservice supplies	\$7,648.00	3637-30100-00-4304-2130-0000-01000-0000	Title I Basic Program	Instructional materials for A-G courses intended to improve relevance and rigor of curriculum
Classroom Teacher Hrly	\$500.00	3637-70900-00-1157-1000-1110-01000-0000	EIA-SCE	After school tutoring coordination

**AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  
  Instructional Time  
  School Admin Training  
  Highly Qualified Teachers  
 Monitoring System  
 On-going Instructional Assistance  
 Monthly Teacher Collaboration  
 Lesson and course pacing/ intervention  
 Fiscal Support

Parent Involvement and Community Engagement SMART Goal:

\* By 06/30/2012, 100 % of Lincoln High Parents/Guardians will receive proactive and personal communication from teachers at least 4 times per year to gain impr. in Parent and Community Engagement

\* By 06/30/2012, 100 % of Lincoln High Parents/Guardians will receive proactive and personal communication from counselors at least 2 times per year to gain impr. in Parent and Community Engagement

Targeted Population: (Grade Levels and Significant Subgroups)

Families of 9-12<sup>th</sup> graders and all reporting groups

How does this goal align to our Local Educational Agency Plan goals?:

From the LEA Plan: "For students who are identified as "at risk" of not meeting grade level standards. Within the first nine weeks of school, and no later than the first twelve weeks, teachers/counselors identify students, notify parents, initiate placement, and develop and implement a Learning Contract." This process will be facilitated by the increased home-school communication.

What data did you use to form these goals: (findings from data analysis)

Key Findings: What did the analysis of the data reveal that led you to these goals?

School-home communication is critical for student success, but it is often left to chance whether teachers reach out to students' families. Providing a specific target goal for contact will drive the development of realistic supports that will allow teachers to manage this ambitious goal. It will also support a cultural shift that integrates this high level of contact as a core expectation. Measurement will need to be developed to track and monitor individual and group success toward this goal. Teachers are expected to be creative and flexible contacting families, so they must also be the core developers of the metrics that will measure it.

Which stakeholders were involved in data analysis and developing these goals?:

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 10/31/2011, 100 % of Lincoln High Parents/Guardians will receive	* By 01/27/2012, 100 % of Lincoln High Parents/Guardians will receive	* By 03/30/2012, 100 % of Lincoln High Parents/Guardians will receive	* By 06/15/2012, 100 % of Lincoln High Parents/Guardians will receive

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

personal communication from each teacher to introduce themselves in Parent and Community Engagement	personal communication from each teacher re: student performance, attendance or behavior in Parent and Community Engagement	personal communication from each teacher re: student performance, attendance or behavior in Parent and Community Engagement	personal communication from each teacher re: student performance, attendance or behavior in Parent and Community Engagement
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**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

All LHS teachers will provide each student and their family with a syllabus. Each teacher's course syllabus will be posted on the Lincoln website. Each teacher will contact each student's family in person, email or by phone to introduce themselves and share contact information. This will be measured by the EXCEED program and randomized family polling.	<p>All LHS teachers will communicate with each student's family in person, email or by phone to share progress on student performance, attendance or grades as measured by EXCEED and randomized family polling.</p> <p>Parenting Classes begin in Family Resource Center on 11/1/11. Computer class (in Spanish) begins on 11/1 and Project Ujima's Effective Black Parenting begins on 11/3.</p> <p>Community Assistant II position to begin as full time, 6 hour, 11 month personnel to coordinate Lincoln's Family Resource Center.</p>	All LHS teachers will communicate with each student's family in person, email or by phone to share progress on student performance, attendance or grades as measured by EXCEED and randomized family polling.	All LHS teachers will communicate with each student's family in person, email or by phone to share progress on student performance, attendance or grades as measured by EXCEED and randomized family polling.
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**Description of Proposed Expenditures/Activities to Attain Parent/Community Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### 5.1 FAMILY RESOURCE CENTER COORDINATOR

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
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## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Other Support Prsnl OTBS Hrly	\$7,000.00	3637-30100-00-2282-2495-0000-01000-0000	Title I Basic Program	Family Resource Center hourly. To be used for special workshops, child care and translation. Possibly to be converted to partial FTE
Conference Local	\$92.00	3637-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	Local conference attendance for parents
Other Support Prsnl OTBS Hrly	\$8,000.00	3637-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	Family Resource Center hourly. To be used for special workshops, child care and translation

### PARENT COMMUNICATION

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Interprogram Svcs/Duplicating	\$5,681.00	3637-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	Mailing of quarterly newsletters to families
Postage Expense	\$6,000.00	3637-70900-00-5920-1000-1110-01000-0000	EIA-SCE	Mailing of correspondence to parents and progress reports and translation

### 5.1 FAMILY RESOURCE CENTER COORDINATOR

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

<b>AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)</b>			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input type="checkbox"/> Intervention Materials <input type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input type="checkbox"/> On-going Instructional Assistance <input type="checkbox"/> Monthly Teacher Collaboration <input type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
<b>Additional Site Identified SMART Goal:</b> * By 06/30/2012, 95 % of Lincoln High Students will perform at 95% average daily level Attendance, increasing from 94 % to 95 %, a gain of 1.00 % points			
<b>Closing the Gap SMART Goal:</b>			
<b>How does this goal align to our Local Educational Agency Plan goals?:</b>  Raising student attendance is inherently tied to student performance on all state mandated exams and evidenced by research. Improving attendance also helps to increase revenues to the school district.			
<b>WHAT DATA DID YOU USE TO FORM THESE GOALS</b>			
(findings from data analysis)			
<input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other			
<b>Other (Please Specify)::</b>			
Attendance			
<b>Key Findings: What did the analysis of the data reveal that led you to these goals?</b>			
Lincoln's attendance has improved since opening, however, teacher reports and school data confirm that student attendance remains a large predictor of grades and testing performance.			
<b>Which stakeholders were involved in data analysis and developing these goals?:</b>			
SSC, Lincoln Instructional Leadership Team and Lincoln staff			
<b>Quarter One Short Term Targets</b>	<b>Quarter Two Short Term Targets</b>	<b>Quarter Three Short Term Targets</b>	<b>Quarter Four Short Term Targets</b>
* By 10/31/2011, 95 % of Lincoln High Students will perform at 95% average daily level Attendance,	* By 01/30/2012, 95 % of Lincoln High Students will perform at 95% average daily level Attendance,	* By 03/30/2012, 95 % of Lincoln High Students will perform at 95% average daily level Attendance,	* By 06/15/2012, 95 % of Lincoln High Students will perform at 95% average daily level Attendance,

## Lincoln High SINGLE PLAN FOR STUDENT ACHIEVEMENT

increasing from 94 % to 95 %, a gain of 1.00 % points	increasing from 94 % to 95 %, a gain of 1.00 % points	increasing from 94 % to 95 %, a gain of 1.00 % points	increasing from 94 % to 95 %, a gain of 1.00 % points
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**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

<p>Lincoln's Attendance Team will coordinate campus-wide efforts to monitor, improve and reward student attendance. The first 30 days data of students with 10% absence rates will be presented to the Lincoln Admin team for immediate action. Meetings will occur monthly with Center Attendance Team meetings taking place in between each monthly Lincoln "A Team" meeting. All teams will be responsible for presenting data reports to SSC according to the progress monitoring timeline.</p>	<p>Lincoln's Attendance Team will coordinate campus-wide efforts to monitor, improve and reward student attendance. Meetings will occur monthly with Center Attendance Team meetings taking place in between each Lincoln "A Team" meeting. All teams will be responsible for presenting data reports to SSC according to the progress monitoring timeline.</p>	<p>Lincoln's Attendance Team will coordinate campus-wide efforts to monitor, improve and reward student attendance. Meetings will occur monthly with Center Attendance Team meetings taking place in between each Lincoln "A Team" meeting. All teams will be responsible for presenting data reports to SSC according to the progress monitoring timeline.</p>	<p>Lincoln's Attendance Team will coordinate campus-wide efforts to monitor, improve and reward student attendance. Meetings will occur monthly with Center Attendance Team meetings taking place in between each Lincoln "A Team" meeting. All teams will be responsible for presenting data reports to SSC according to the progress monitoring timeline.</p>
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**Description of Proposed Expenditures/Activities to Attain Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### 6.1 POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position School Counselor	\$64,647.16	3637-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Positive Behavior Supports and Interventions, West Side of campus
Position Regular Teacher	\$65,446.28	3637-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	Positive Behavior Interventions and Supports for East Side of campus
Position School Counselor	\$64,647.16	3637-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Positive Behavior Supports and Interventions

6.2 WELLNESS CENTER

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position School Nurse	\$27,628.08	3637-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	Family and community outreach for social-emotional and health wellness
Nurse Hrly	\$2,000.00	3637-30100-00-1290-3140-0000-01000-0000	Title I Basic Program	Nurse hourly for summer vaccination support

ATTENDANCE TEAM HOME VISITS

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
NonClstrm Prof&Currielm DevHrly	\$1,000.00	3637-30100-00-1971-2140-1110-01000-0000	Title I Basic Program	training for conducting home visits

## 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. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

## APPENDIX A

## DATA REPORTS

Data Reports:  
(See SPSA Guidelines for instructions))

All Schools: CST, CELDT

High School: CAHSEE



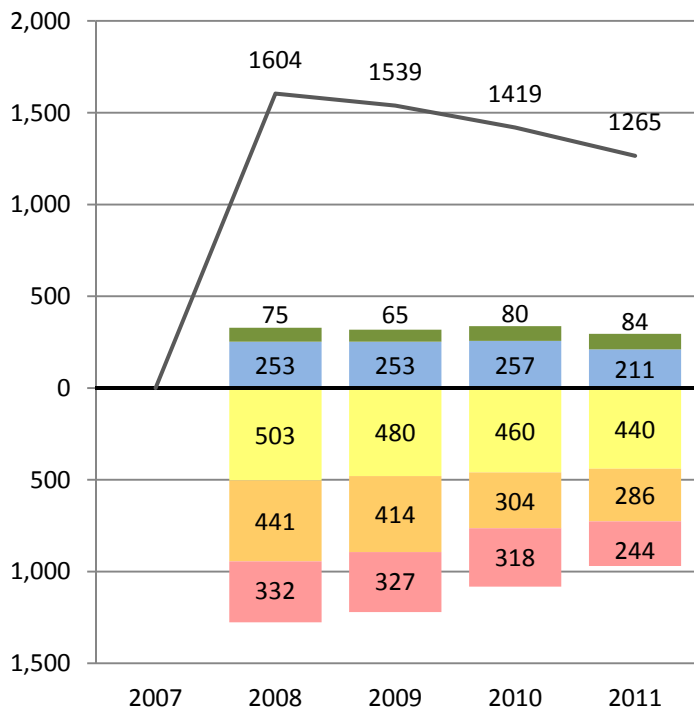
# PERFORMANCE LEVELS BY GRADE REPORT

Lincoln - All Grades Combined  
California Standards Test 2007-2011

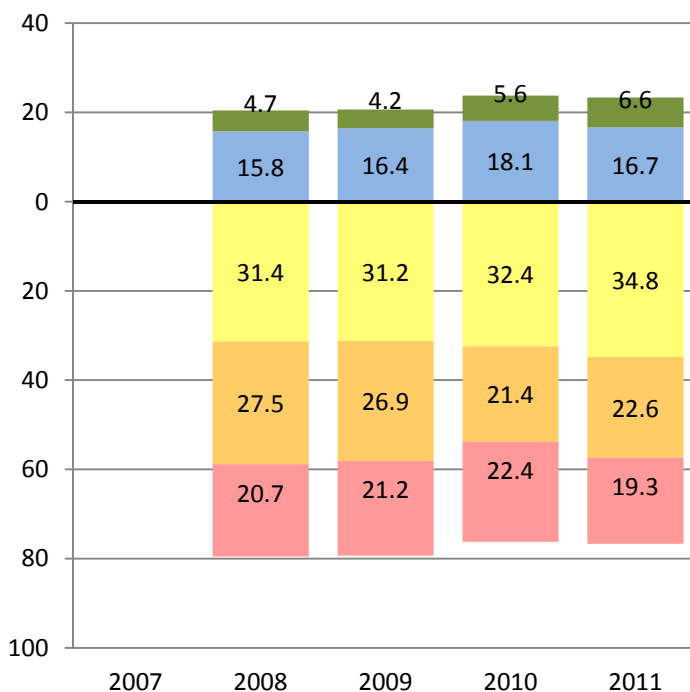
Research and Reporting  
Department

## ENGLISH LANGUAGE ARTS

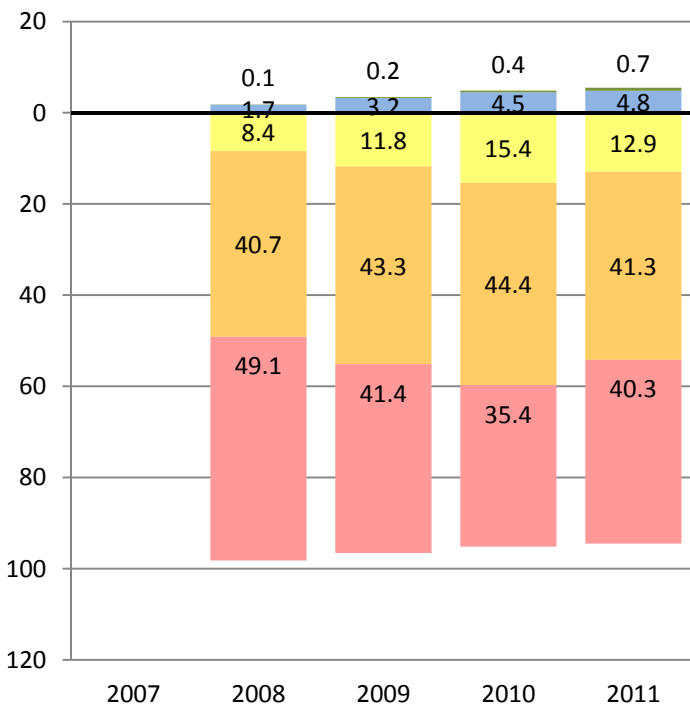
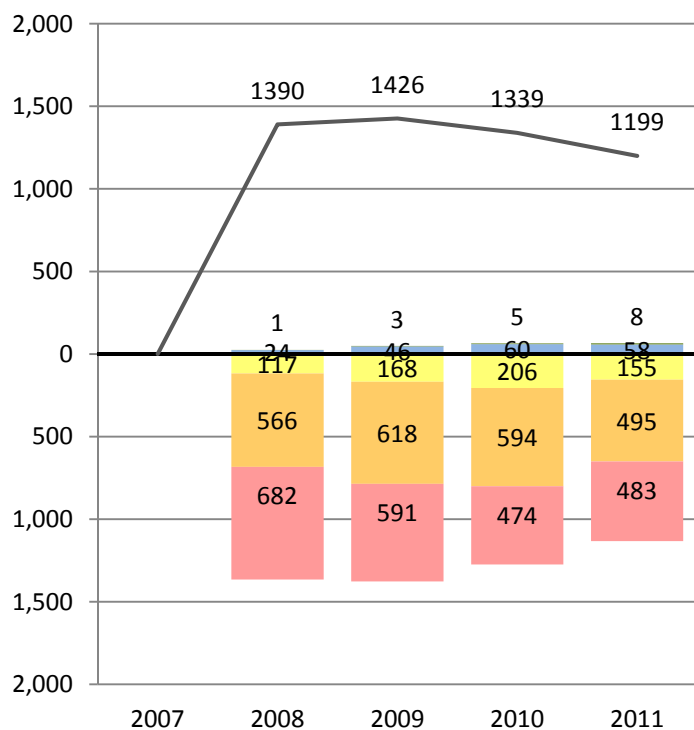
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



Far Below Basic    Below Basic    Basic    Proficient    Advanced

— Total Number of Students Tested



# PERFORMANCE LEVELS BY GRADE REPORT

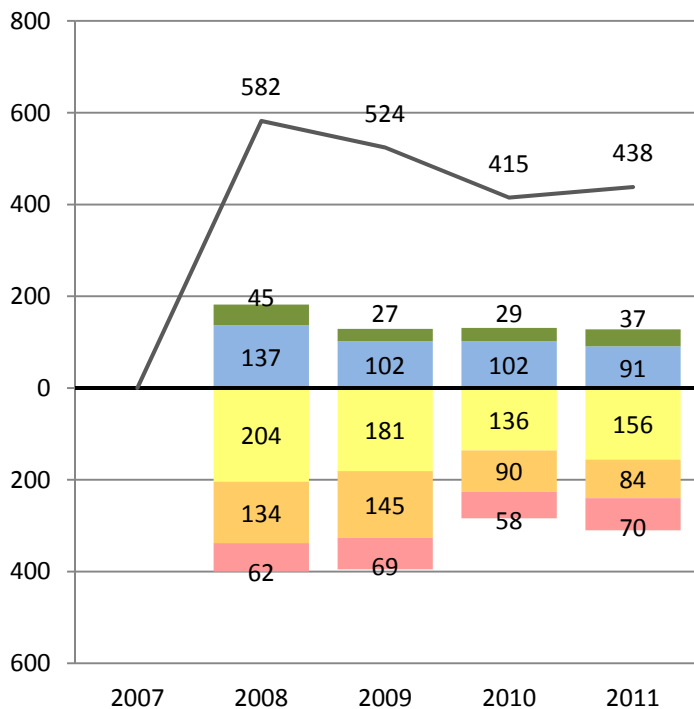
Lincoln- Grade 9

California Standards Test 2007-2011

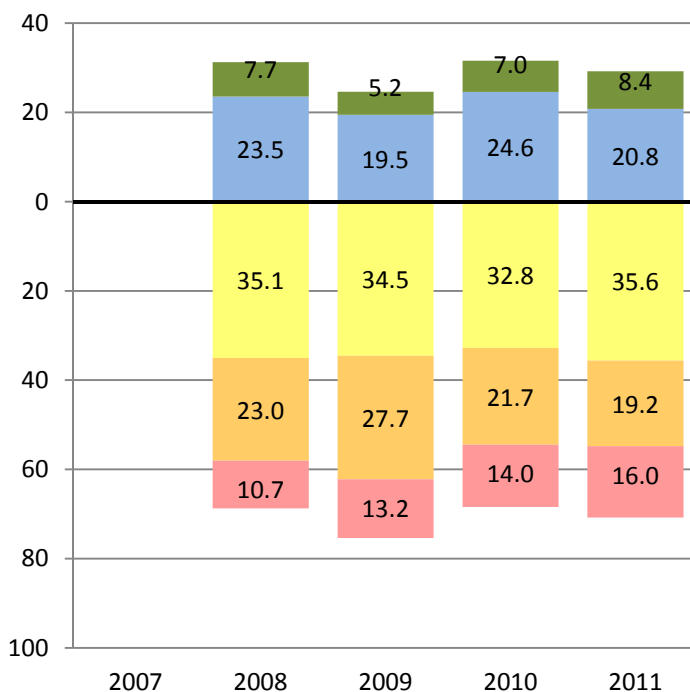
Research and Reporting  
Department

## ENGLISH LANGUAGE ARTS

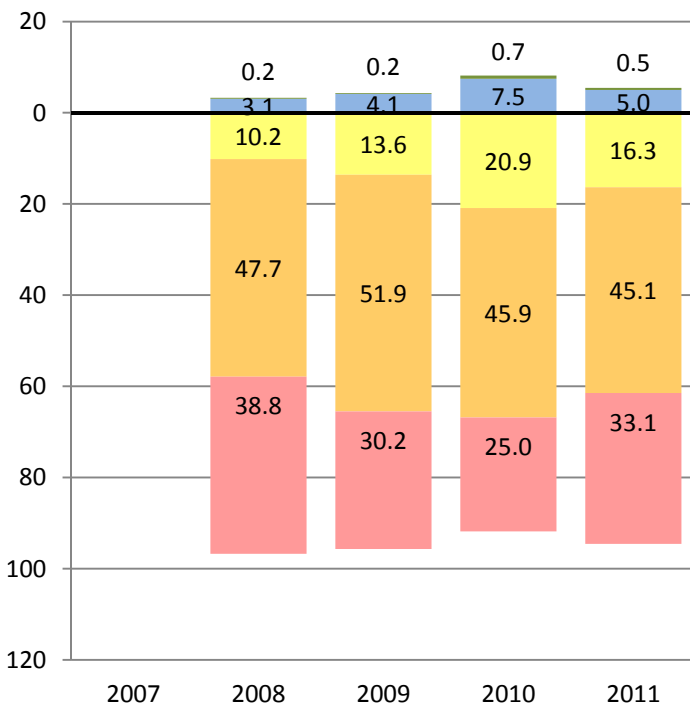
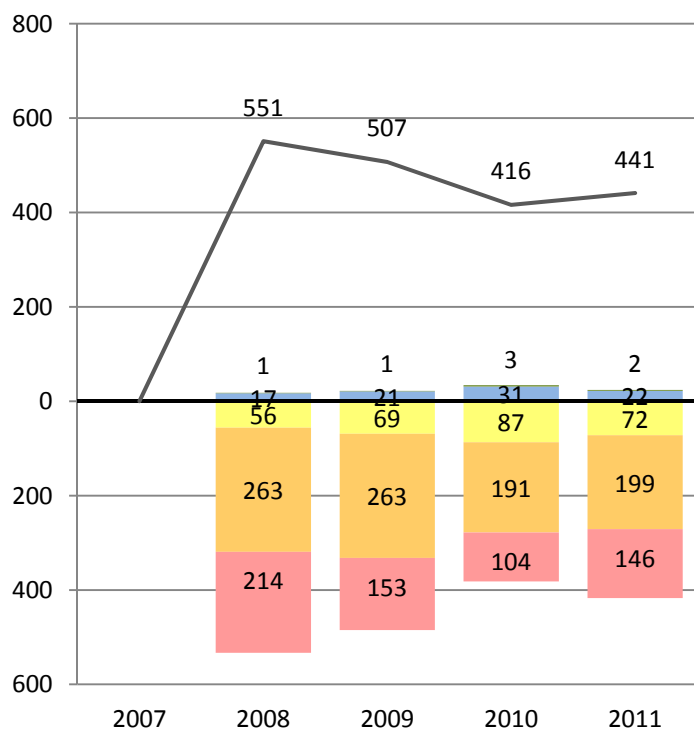
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



■ Far Below Basic   
 ■ Below Basic   
 ■ Basic   
 ■ Proficient   
 ■ Advanced  
 — Total Number of Students Tested



# PERFORMANCE LEVELS BY GRADE REPORT

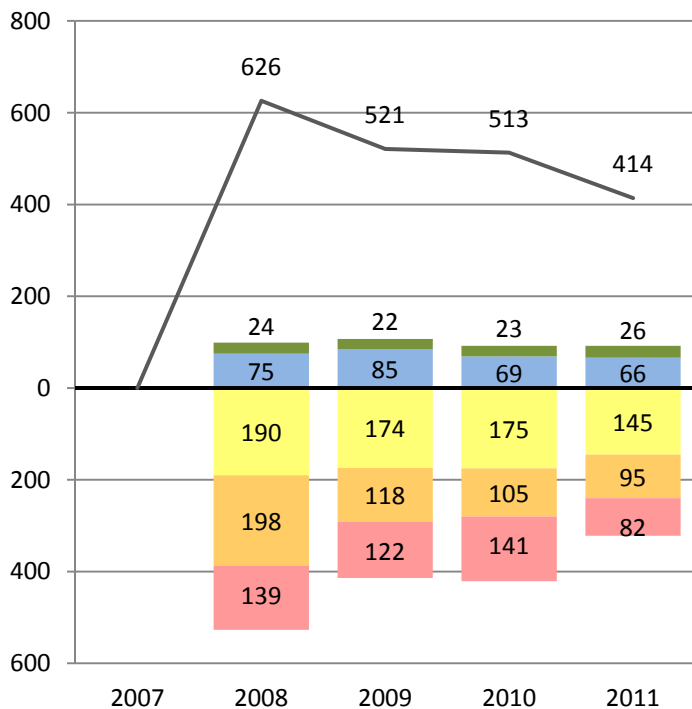
Lincoln- Grade 10

California Standards Test 2007-2011

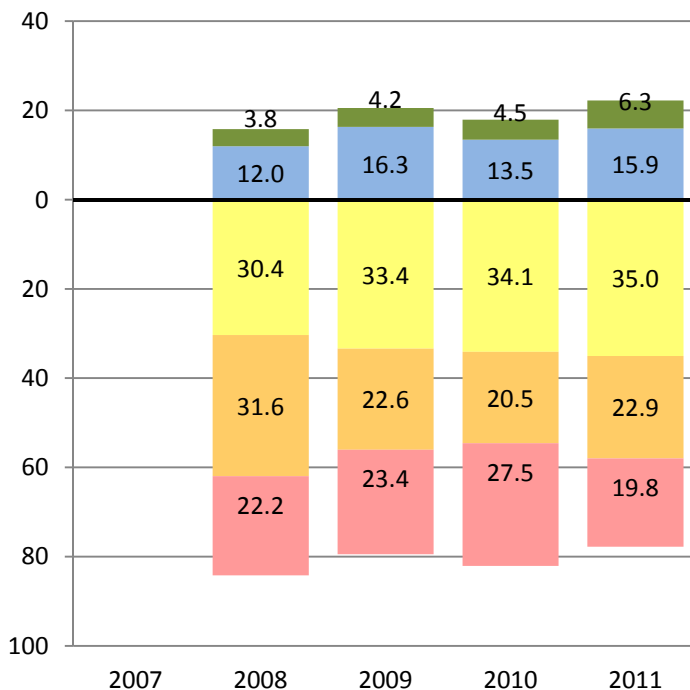
Research and Reporting  
Department

## ENGLISH LANGUAGE ARTS

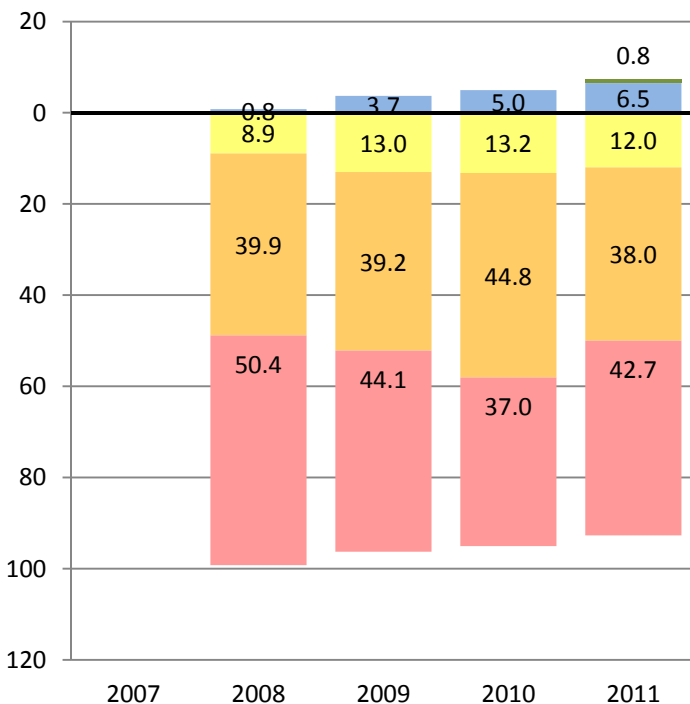
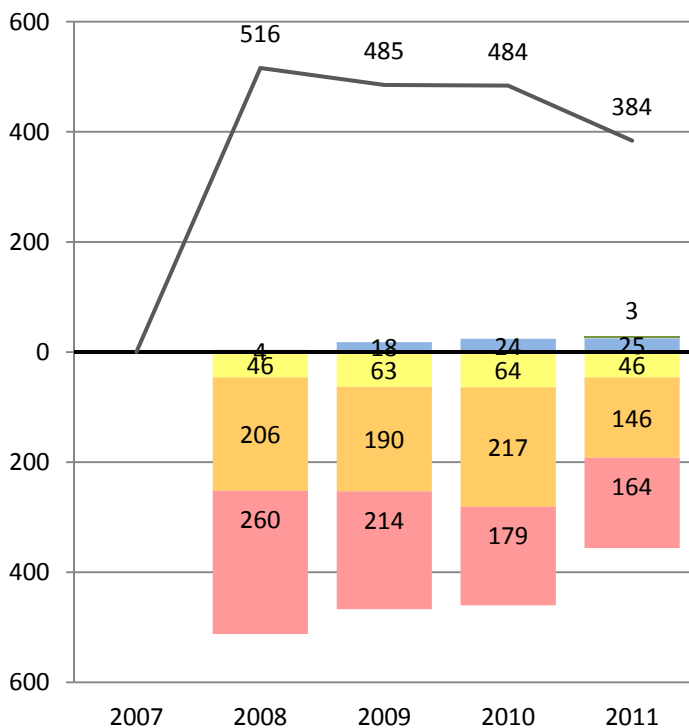
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



Far Below Basic    Below Basic    Basic    Proficient    Advanced

— Total Number of Students Tested



# PERFORMANCE LEVELS BY GRADE REPORT

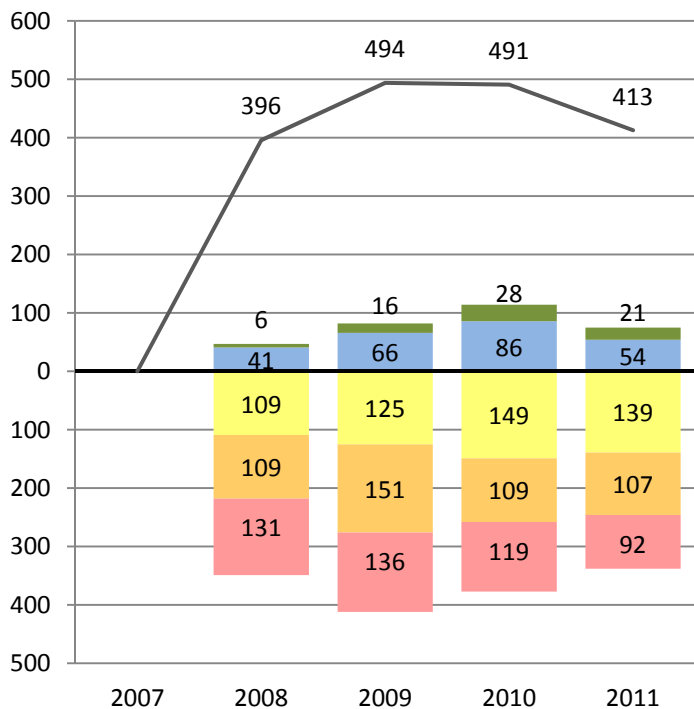
Research and Reporting  
Department

Lincoln- Grade 11

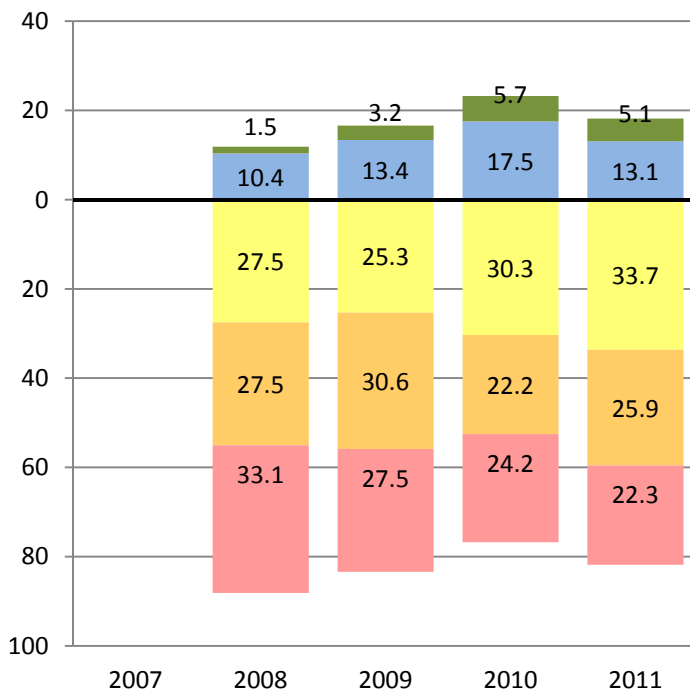
California Standards Test 2007-2011

## ENGLISH LANGUAGE ARTS

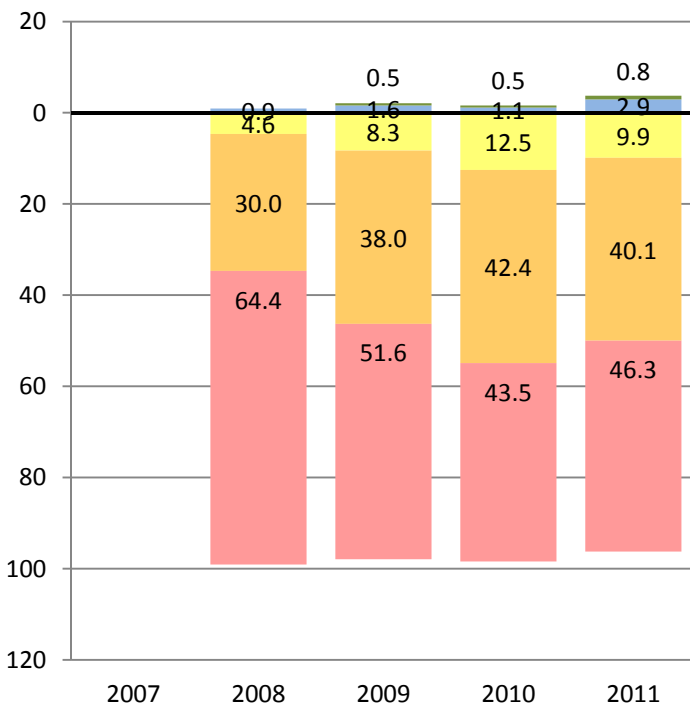
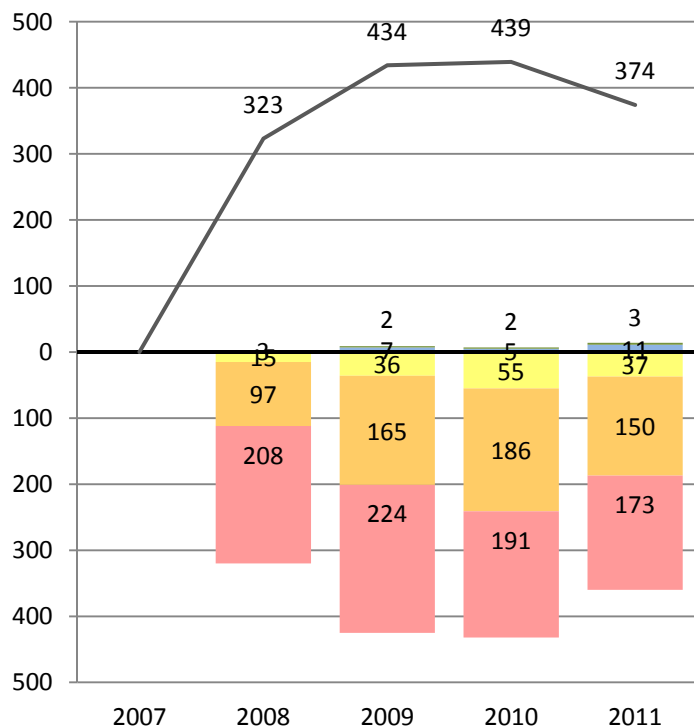
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



Far Below Basic Below Basic Basic Proficient Advanced

— Total Number of Students Tested



California Department of Education  
Assessment and Accountability Division

CELDT Reporting Home » Reports » School Report

## California English Language Development Test (CELDT) Lincoln High

Year: 2010-2011

State: CALIFORNIA

County: San Diego

District: San Diego Unified

School: Lincoln High

Assessment: All Assessments

Subgroup:

All Students

Report Type: Test Results

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

### Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	7 (3.0%)	6 (3.0%)	3 (3.0%)	9 (11.0%)	25 (4.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	38 (16.0%)	47 (25.0%)	32 (27.0%)	18 (22.0%)	135 (21.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	100 (42.0%)	65 (35.0%)	38 (32.0%)	34 (41.0%)	237 (38.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	53 (22.0%)	27 (15.0%)	26 (22.0%)	12 (14.0%)	118 (19.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	42 (18.0%)	40 (22.0%)	21 (18.0%)	10 (12.0%)	113 (18.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	240 (100.0%)	185 (100.0%)	120 (100.0%)	83 (100.0%)	628 (100.0%)

### Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	526.3	549.9	541.8	563.8
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	507.4	516.9	516.7	548.3
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	524.7	552.2	559.7	586.0
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	520.0	518.6	524.9	554.1

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks \*\*\*).
- 2010–11 Edition summary results are reported using the common scale that was first used in 2006–07. Results may be compared with the results for 2006–07 and later but should not be compared to results earlier than 2006–07.
- Percentage may not add up to 100% in column and row totals due to rounding.

**APPENDIX B**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2011-12 ASSESSMENT SURVEY SUMMARY**

**School Name:** Lincoln High School

*TYPE OR PRINT*

<b>ANALYSIS OF SCORES - FOCUS AREA</b>	<b>NOTES/ACTION/DECISIONS</b>
HIGH EXPECTATIONS <i>Fully</i>	Yearly targets are ambitious and clearly defined and defined by reporting group. The goals have been shared at content, Center, ILT and parent meetings.
STANDARDS-BASED CURRICULUM & INSTRUCTION <i>Fully</i>	Lincoln has had Williams audits the last two years and has scored well on appropriate core instructional materials. Supplemental intervention programs do exist for both inside the Tier 1 classroom and intervention classes. Each CST-tested course has a site created pacing guide, common assessments and course-alike professional learning community.
USE OF DATA <i>Fully</i>	Lincoln fully integrates use of practice CAHSEE exams, Gates MacGinnitie, Smart Math and standards-based common assessments. The data is used during regular course-alike PLC meetings, department, Center and ILT meetings. Data is used when designing the master schedule and appropriate student supports.
STRATEGIC SUPPORT <i>Substantially</i>	Tier 2 supports are focused on 9 <sup>th</sup> and 10 <sup>th</sup> grade students for math and ELA. Based on IEP, students are placed in appropriate support classes or in co-taught teaching environments. Additional, targeted supports are needed for English Learners and students performing below grade level.
PROFESSIONAL LEARNING <i>Fully</i>	Professional development before the start of school, ongoing PD in content meetings, ILT and Course-alike PLCs meet weekly in a continuous cycle of improvement.

## APPENDIX C

### SCHOOL ACCOUNTABILITY REPORT CARD (Short Version Only)

# School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

## At a Glance: 2009–10

School type:	Senior High
Schedule:	Traditional
Grade levels:	9–12
Total enrollment:	2,161
Total teachers:	107
Per-pupil expenditure (08–09):	\$7,668

## Lincoln High School

4777 Imperial Ave, San Diego, CA 92113  
 Phone: (619) 266-6500  
 E-mail: [mcollins5@sandi.net](mailto:mcollins5@sandi.net)  
 Web: [lincolnhighsd.net/hornets/](http://lincolnhighsd.net/hornets/)  
 Mel Collins, Principal

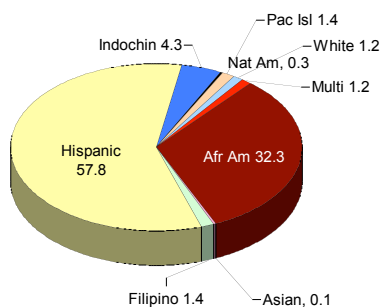
## Principal's Statement

Lincoln High School was closed for four years to undergo major reconstruction. Lincoln reopened its doors on September 2007 as four small schools: the Center for Social Justice, the Center for the Arts, the Center for Science and Engineering, and the Center for Public Safety. All grade 9 students are enrolled in the Center for Social Justice, and students in grades 10 through 12 have the opportunity to attend any of the other centers. Students connect with their respective centers and are engaged in their educational theme through relevance, rigor, and relationships.

Lincoln has received a grant from the Bill and Melinda Gates Foundation's small schools initiative. Grant monies are used to augment the educational program at Lincoln by providing extensive and relevant professional development to faculty. Since its reopening, Lincoln has been awarded accreditation by the Western Association of Schools and Colleges (WASC).

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

## Enrollment Breakdown



## Attendance

Year	Attendance for Year (%)
05–06	—
06–07	—
07–08	91.03
08–09	92.82
09–10	93.36

## Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Lincoln provides students in each of the four centers with opportunities to enhance their academic development through relevant programs and coursework. Students are provided with a large selection of Advance Placement (AP) courses and participate in the AVID (Achievement via Individual Determination) program. Additional supports are available for English language learners and students with Individualized Education Programs. In addition, Lincoln students are immersed in a college-going culture that is nurtured through our partnership with the University of California, San Diego.

## Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

At Lincoln High we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Lincoln High School communicates and engages with parents and community through its Parent Resource Center. Parent meeting are held monthly to present and discuss current issues affecting education. The center offers workshops for parents in the following areas: preparing for college, drawing/painting, ceramics, dance, health and nutrition, parenting, financial literacy, and cultural awareness. The center also runs two book clubs for parents, one in English and one in Spanish.

If you want to get involved, please contact Martha Corrales at (619) 266-6517.

## Business and Community Partners

University of California San Diego •  
 Point Loma Nazarene University •  
 Jackie Robinson YMCA • San Ysidro  
 Health Center • The Old Globe Theatre  
 • Raytheon • Northrop Grumman •  
 National Organization of Black Chemists  
 and Chemical Engineers • San Diego  
 Master Chorale • San Diego  
 Emergency Services • San Diego  
 Community College District • California  
 Partnership Academy • Federal Courts  
 Teen Court Program • San Diego City  
 Attorney's Office • California Ballet •  
 Mainly Mozart

*Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.*

## Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

Number of Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Full credential and teaching in subject area	85	111	101	5,951
Full credential but teaching outside subject area	7	1	2	334
Without full credential	6	5	4	98
<b>Total teachers</b>	98	117	107	6,378
Teachers of English learners misassigned			0	0
<b>Total teachers misassigned</b>			0	0

## Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/). Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal No Child Left Behind law.

Indicator	Result
This school's 2010 Growth API score (from the 2010 Growth API report)	612
This school's statewide API rank (from the 2009 Base API report)	1
Did this school meet all 2009-10 AYP requirements?	No
How many AYP criteria did this school meet?	3 of 6
Program Improvement status of this school during the 2010-11 school year	Year 1

## Standardized Testing and Reporting Program Results

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (grades 2-11), science (grades 5, 8, and 9-11), and history-social science (grades 8 and 9-11). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

### California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	English Language Arts									Mathematics								
	School			District			State			School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
9	32.2	24.6	34.4	50.1	52.3	57.2	49	50	54	4.4	4.3	11.1	18.7	22.7	25.2	26	29	30
10	16.5	20.5	18.0	40.5	44.2	47.4	41	44	45	1.5	3.7	5.7	13.0	15.6	17.4	19	22	24
11	13.1	16.6	22.9	37.7	41.7	44.8	37	40	43	2.7	2.1	1.3	12.5	14.5	17.2	17	20	22

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or on-line at [www.sandi.net/research](http://www.sandi.net/research). The complete SARC is usually about 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finances. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).

APPENDIX D

TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS  
*(Provided by the School Site)*



# Abraham Lincoln High School

4777 Imperial Avenue  
San Diego, CA 92113

(619) 266-6500

<http://lincolnhighsd.net>

## TITLE I PARENT INVOLVEMENT POLICY

- In the fall, an annual meeting will be held to share with parents the Title I program and its requirements.
- Lincoln High School will provide monthly parent meetings to allow for parent involvement. Meetings are held the first Monday of the month at 6:00pm 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 Principals 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
- The Family Resource Center will establish an Advisory Group to facilitate parental input from the parent meetings and training sessions. Input will be shared with the School Site Council (SSC) and Site Governance Team (SGT), thus providing an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- Family members are encouraged to participate in various subcommittees to assist in decision making and advisement of the school leadership team. Subcommittees will include but not be limited to the following:
  - Attendance Team (A Team)
  - San Ysidro Health Center
  - Center Committees (Public Safety, Science & Engineering, Social Justice and Arts)
- The school wide parent newsletter is distributed in a quarterly basis informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The Parent Center, school website, marquee and school offices will advertise parent meetings and training sessions offered at Lincoln High School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. A comments box will be available in the Family Resource Center; suggestions will be reviewed and followed up on a weekly basis. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information and parent workshop are available in several languages.

*"The mission of Lincoln High School is to create a school community that inspires and supports academic excellence and exceptional character."*

## APPENDIX E

### HOME/SCHOOL COMPACT *(Provided by the School Site)*



## Abraham Lincoln High School

4777 Imperial Avenue  
San Diego, CA 92113

(619) 266-6500

<http://lincolnhighsd.net>

### 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 2011-2012.*

#### **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 in each Center
  - 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 extensions published in class syllabi and school website
  - Conference-period meetings as scheduled
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe  
*"The mission of Lincoln High School is to create a school community that inspires and supports academic excellence and exceptional character."*

classroom activities as follows:

- Access to visit classrooms after checking into the student's Center
- Follow SDUSD's policy for school volunteers

### **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.\*\***

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## APPENDIX F

### CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID *(Provided by Monitoring and Accountability Reporting Department)*

San Diego Unified School District												
Site: 3637 Lincoln High												
As of Date 11-08-2011												
Extended Summary												
	30100 Title I Basic Program			30103 Title I Parent Involvement			70900 EIA-SCE			70910 EIA: Limited English Proficie		
<b>Name</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>
		<b>Allocated:</b>	<b>\$571,510.00</b>		<b>Allocated:</b>	<b>\$9,690.00</b>		<b>Allocated:</b>	<b>\$243,554.00</b>		<b>Allocated:</b>	<b>\$160,406.00</b>
		<b>Distributed:</b>	<b>\$571,510.64</b>		<b>Distributed:</b>	<b>\$9,689.36</b>		<b>Distributed:</b>	<b>\$243,554.76</b>		<b>Distributed:</b>	<b>\$160,406.06</b>
		<b>Remaining:</b>	<b>-\$0.64</b>		<b>Remaining:</b>	<b>\$0.64</b>		<b>Remaining:</b>	<b>-\$0.76</b>		<b>Remaining:</b>	<b>-\$0.06</b>
<b>Certificated Salaries / Monthly</b>	<b>5.40</b>	<b>356,630.4720</b>	<b>\$356,630.47</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>2.50</b>	<b>165,043.8822</b>	<b>\$165,043.88</b>	<b>1.70</b>	<b>111,258.6823</b>	<b>\$111,258.68</b>
2000 Regular Teacher	2.50	163,615.7093	\$163,615.71	0.00	0.0000	\$0.00	2.00	130,892.5674	\$130,892.57	1.70	111,258.6823	\$111,258.68
2040 Inschool Resource Tchr	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.50	34,151.3148	\$34,151.31	0.00	0.0000	\$0.00
2460 School Librarian	0.50	36,092.3668	\$36,092.37	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2500 School Nurse	0.40	27,628.0782	\$27,628.08	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2605 School Counselor	2.00	129,294.3178	\$129,294.32	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>28,950.0000</b>	<b>\$28,950.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>1,500.0000</b>	<b>\$1,500.00</b>		<b>6,000.0000</b>	<b>\$6,000.00</b>
1157 Classroom Teacher Hrly		1,000.0000	\$1,000.00		0.0000	\$0.00		500.0000	\$500.00		0.0000	\$0.00
1162 Short Term Leave Visiting Tchr		0.0000	\$0.00		0.0000	\$0.00		1,000.0000	\$1,000.00		1,000.0000	\$1,000.00
1170 Prof&Curriclm DevHrlyClstrm Tchr		9,500.0000	\$9,500.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1192 Prof&Curriclm Dev Vist Tchr		7,000.0000	\$7,000.00		0.0000	\$0.00		0.0000	\$0.00		5,000.0000	\$5,000.00
1260 Counselor Hrly		450.0000	\$450.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1290 Nurse Hrly		2,000.0000	\$2,000.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1971 NonClstrm Prof&Curriclm DevHrly		9,000.0000	\$9,000.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
<b>Classified Salaries</b>		<b>7,000.0000</b>	<b>\$7,000.00</b>		<b>8,000.0000</b>	<b>\$8,000.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>80.0000</b>	<b>\$80.00</b>
2282 Other Support Prsnl OTBS Hrly		7,000.0000	\$7,000.00		8,000.0000	\$8,000.00		0.0000	\$0.00		0.0000	\$0.00
2451 Clerical OTBS Hrly		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00		80.0000	\$80.00
<b>Employee Benefits</b>		<b>124,238.1700</b>	<b>\$124,238.17</b>		<b>1,597.3600</b>	<b>\$1,597.36</b>		<b>55,236.8800</b>	<b>\$55,236.88</b>		<b>38,121.3800</b>	<b>\$38,121.38</b>
<b>Books and Supplies</b>		<b>27,611.0000</b>	<b>\$27,611.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>5,000.0000</b>	<b>\$5,000.00</b>		<b>9.0000</b>	<b>\$9.00</b>
4301 Supplies		1,791.0000	\$1,791.00		0.0000	\$0.00		5,000.0000	\$5,000.00		9.0000	\$9.00
4304 Inservice supplies		25,820.0000	\$25,820.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
<b>Services and Other Operating</b>		<b>27,081.0000</b>	<b>\$27,081.00</b>		<b>92.0000</b>	<b>\$92.00</b>		<b>16,774.0000</b>	<b>\$16,774.00</b>		<b>4,937.0000</b>	<b>\$4,937.00</b>
5100 Contracted Svcs > \$25K		400.0000	\$400.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
5207 Travel Conference		10,000.0000	\$10,000.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
5209 Conference Local		10,000.0000	\$10,000.00		92.0000	\$92.00		0.0000	\$0.00		0.0000	\$0.00
5721 Interprogram Svcs/Duplicating		5,681.0000	\$5,681.00		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
5733 Interprogram Svcs/Paper		0.0000	\$0.00		0.0000	\$0.00		9,774.0000	\$9,774.00		4,937.0000	\$4,937.00
5735 Interprogram Svcs/Field Trip		1,000.0000	\$1,000.00		0.0000	\$0.00		500.0000	\$500.00		0.0000	\$0.00
5841 Software License		0.0000	\$0.00		0.0000	\$0.00		500.0000	\$500.00		0.0000	\$0.00
5920 Postage Expense		0.0000	\$0.00		0.0000	\$0.00		6,000.0000	\$6,000.00		0.0000	\$0.00

## Appendix G

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

#### 2011-12 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

**10% Total Title I  
Set Aside**

\$57,151
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**Please check one:**  Watch List     Year 1     Year 2     Year 3     Year 4     Year 5     Year 5+

**NOTE:** All schools in Program Improvement must set aside 10% of their Title I allocation for Professional Development.

DESCRIPTION OF PROFESSIONAL DEVELOPMENT	EXPENDITURE
1192- Professional Development Visiting Teacher	7,000 (7,955 with benefits)
1170- Professional Development Teacher Hourly	9,500 (10,796 with benefits)
5207- Travel Conference	10,000
5209- Local Conference	10,000
1971- Professional Development Non-classroom Teacher Hourly	9,000 (10,228 with benefits)
4304- In service supplies for professional development	8,172
<b>TOTAL ALLOCATED</b>	<b>\$57,151</b>