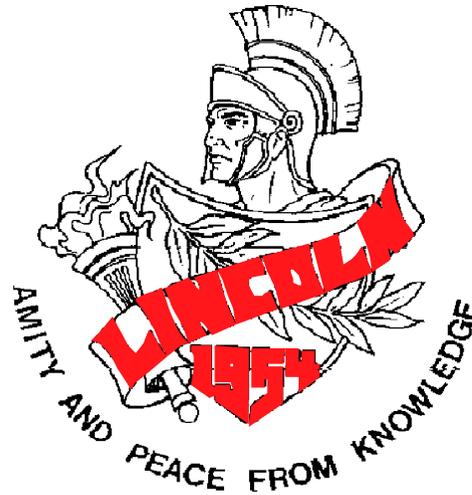


**Lincoln High School**  
Lincoln Unified School District

Single Plan for Student Achievement  
2015 – 2016

Board Approval: February 16, 2016



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## **District Mission**

Lincoln Unified School District educates all students to achieve their maximum potential and to prepare them to be responsible citizens.

## **Beliefs**

We believe:

- High expectations are essential to high achievement.
- Everyone has the right and responsibility to achieve their highest potential.
- All people need to experience personal success.
- Everyone has a gift for learning.
- Everyone learns at different rates and in a variety of ways.
- Every person has the right to be physically and emotionally safe.
- Both education and communication are the shared responsibilities of the student, family, school, and community.
- Knowledge and valuing of ethnic and cultural diversity promotes understanding and respect.

## **Pledges**

We shall:

- Make all decisions based strictly on what is best for our students;
- Create an environment where all students will succeed;
- Expect the best from everyone
- Not tolerate discrimination in any form
- Treat other, ourselves and our environment with respect
- Model and expect a high standard of ethics, responsibility, and self-reliance;
- Continuously promote open and honest communication; and
- Address unmet expectations.

## **Lincoln High School Mission**

Lincoln High School educates all students to achieve their maximum potential and to prepare them to be responsible citizens.

## **Vision**

Lincoln High School is a place where all students find success and everyone believes 1 F is too many.

## **Expected School-wide Learning Results (ESLRs)**

### **PRIDE**

**P**roductive Citizen

**R**esourceful Producer

**I**ndependent Learner

**D**ecision Maker

**E**ffective Communicator

## Description of School

### Location, Enrollment, Demographics

Lincoln High School (LHS), founded in 1954, is the sole comprehensive high school in Lincoln Unified School District. The school serves an ethnically and socio-economically diverse population of 2,900 students in northwest Stockton. Our main ethnic groups are African American (11%), Asian (10%), Hispanic (38%), Filipino/Pacific Islander and Other (11%), and White (30%).

### Attendance

Our school-wide ADA for 2014-15 was 95%.

### Programs

LHS is accredited by the Western Association of Schools and Colleges (WASC) and has long maintained a strong reputation in the area for excellence in its various curricular and extra-curricular programs. Lincoln High received a six-year accreditation through the year 2021, with a three-year review of the major recommendations in 2018.

LHS offers students the flexibility of choosing one of three schedules for attending classes. Students either attend periods 1 – 6 (7:20 AM - 2:00 PM), periods 2-7 (8:20 AM - 3:00 PM), or periods 1-7 (7:20 AM – 3:00 PM). Providing these options gives students a chance to accelerate their achievement, while exploring career possibilities and participating in our music, drama, art and Career Technical Education (CTE) programs. The school day is shortened for students by one hour on Mondays in order for LHS personnel to meet and collaborate with one another.

For the student interested in pursuing college after graduation, a traditional college preparation program is offered through a variety of options. Students may choose traditional classes or more project-based classes, which include Integrated Studies in English, social science and art. These choices are enhanced by UC approved honors classes in math, Spanish, chemistry and Advanced Placement (AP) courses sponsored by the College Board. AP courses include: Computer Science, English Language and Composition, English Literature and Composition, Spanish, Calculus AB, Calculus BC, Statistics, Studio Art, Chemistry, Biology, World History, United States History, Geography, American Government, and Music Theory. Several courses, including but not limited to Drafting and Design 1, Careers with Children, and Computer Applications, can be taken for San Joaquin Delta College (SJDC) credit because of a 2+2 articulation agreement granted by the college for these courses.

This broad and varied curriculum is strengthened further through an extensive visual and performing arts program. Student art is exhibited in a variety of on-campus locations and at local shows. Upon graduation students are prepared to attend the best art schools in the country. We will be offering a Visual Arts major pathway for interested students beginning in the 2016-17 school year. Our band, orchestra and choral students annually win recognition through county, state and national honor band, orchestras and choirs. Our marching band annually competes in several band reviews, hosts 45 schools in our own band review and has participated three times in the Pasadena Rose Bowl Parade. An active and dedicated Music Boosters organization exists to support our band, orchestra and choral programs. This year the band will be performing at Carnegie Hall.

Students interested in technical preparation also find a home at Lincoln High. In recent years unprecedented effort has been invested in courses such as introduction to construction and engineering, woodworking, architecture, construction technology, drafting, mechanical construction, computer aided drafting (CAD), culinary arts, small business management, computer applications, computer game design, web design and development, retail marketing, computer networking, computer maintenance and repair, computer programming, child development, and careers with children. Through the 2 + 2 articulation program, successful students in Lincoln High classes can receive SJDC credit, thus shortening the process of obtaining technical certification in a given area of study. Our students regularly win recognition in business and industrial arts competitions. In each of the past three years, students have won awards for industrial arts at the California State Fair, including Best of Show. Our drafting, architecture and CAD teacher, Mr. Jeff Wright, was honored as California's Teacher of the Year during the spring of 2001. We dedicated our new Engineering and Construction Academy facility in September 2010, naming it the Jeff L. Wright Engineering and

Construction Complex to honor the effort and dedication Mr. Wright has made to career and technical education over the years. In November of 2010, the California School Boards Association (CSBA) honored the Academy with the Golden Bell Award.

English Language Development (ELD) programs are provided to Limited English Proficient (LEP) students to ensure they are provided equal access to the core curriculum. There are designated ELD courses offered to newcomer students who are just learning English along with sheltered courses in social studies. Additionally, integrated ELD instruction is provided to all other EL students in general education classrooms. Our Multilingual Center provides support services to teachers, students and their families. An outreach worker makes contact with families on issues ranging from attendance to grades to discipline. A full-time Spanish translator provides oral translation for families and written translation for documents being sent home to our Spanish speaking families. Two Primary Language Assistants provide support for students in ELD classrooms and in the Multilingual Center. ELAC meetings convene each year to discuss services for EL students and to provide input on the Single Plan for Student Achievement. Lincoln Latin Leadership (LLL), a parent-led organization, meets monthly with parents to offer information regarding how to support their children in high school and prepare them for college. All meetings are attended by school and district administrators and teachers, and are conducted in Spanish with some translation to English. LLL was awarded the Golden Bell Award by CSBA at their meeting in November 2011.

The needs of our special education students are met through the Resource Specialist Program (RSP), Special Day Classes (SDC), school psychologists, and a Language, Speech and Hearing (LSH) program. RSP teachers provide services to children with special needs through direct instruction, collaboration with classroom teachers, and consultation and support for staff. Resource Specialist students are mainstreamed in general LHS classes for the majority of the school day. Special education staff members may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans (IEPs) for students. SDC teachers provide for students whose disabilities require placement in more self-contained programs in which materials and instruction are modified. SDC students are integrated in mainstream settings to the extent they are capable.

LHS offers a comprehensive counseling program with eight counselors. Seven counselors work with a specific part of the alphabet, approximately 400 students, and stay with them through their four years at LHS. This counselor-to-student ratio gives them the opportunity to influence our students' journeys through high school, so that they may be productive ones. The eighth counselor focuses on the needs of incoming ninth graders identified as being at risk of failure and to provide support to students returning to LHS from the district's alternative programs. This counselor works with and supports the teachers of the Academic Success Center (ASC), alpha counselors and administrators who meet regularly to identify programs and practices that will help prevent students from failing. All eight counselors provide a range of counseling services and strive to involve parents in the decision-making processes involving their students. Tenth grade students and their parents meet with their counselor during the summer or fall between their ninth and tenth grade years to identify their goals for life after high school and to build a program that will help them accomplish these goals. The Academic Success Center focuses on providing support to ninth grade students who have been identified as struggling learners and at risk of failing, but do not otherwise qualify for special services through our ELD or special education programs. Two teachers and a full-time counselor work primarily with students in the Academic Literacy classes, and/or any students who have been referred to the center by teachers. Help with classwork, homework, gathering materials, organizational skills, stress and time management and note taking is provided. The counselor makes frequent contact with parents and works to identify and address social, emotional or academic issues that may be contributing to the students' lack of success.

A full array of extra-curricular programs including student leadership, ethnic and social clubs, service clubs, academic-related clubs, and a full interscholastic sports program for boys and girls is available to all students. Students can choose from 36 clubs, Student Council, drill team, winter guard, drum line, spirit squad and National Naval Defense Cadet Core (NNDCC). Because we strive to instill the value of serving others in our community, students who contribute 100 hours or more of service to their community earn special recognition at the annual academic awards ceremony. Students receive a different color cord each year they accomplish this goal to wear over their robe at graduation. We have 13 men's athletics teams and 10 women's athletics teams in which more than 1,000 students participate. Academic competition teams include speech and debate, which regularly places in the top five of our league and routinely qualifies students for state and national tournaments, Science Olympiad, Science Bowl, Academic Decathlon and Mock Trial.

**Parent Involvement Program**

LHS staff invite parents to participate in the process of their child's education by providing important and necessary information to them through The LINK (the school's newsletter), special mailings, regular mailings (report cards and progress reports), parent information evenings, personal phone calls, automated phone calls and emails, personal meetings with teachers, and the school's web site. Parents can read the Daily Student Bulletin, access their student's attendance, grades and personal information records, and email their child's teachers via our school's web site. The Daily Bulletin is emailed to parents each day. Athletics Boosters, Music Boosters, School Site Council (SSC), PTSA, Lincoln Latin Leadership, English Language Advisory Council (ELAC) are active organizations, which work closely with our school staff to support our students' academic achievement and participation in athletic and extra-curricular activities.

## Federal Accountability

**School Status:**

**Title III:**

	<b>Annual Measurable Objective 1</b>	<b>Annual Measurable Objective 2</b>	<b>Annual Measurable Objective 2</b>	<b>Annual Measurable Objective 3</b>	<b>Annual Measurable Objective 3</b>
	<b>Annual Growth In English</b>	<b>Attaining English Proficiency in Less than 5 years</b>	<b>Attaining English Proficiency 5 or more years</b>	<b>Percent Proficient or above in English Language Arts</b>	<b>Percent Proficient or above in Mathematics</b>
<b>2014- 2015 Target</b>	60.5%	24.2%	50.9%	TBD	TBD
<b>Percent Met AMAO 2014- 2015</b>	76.35%	30.3%	73.4%	Pending	Pending
<b>2013-2014 Target</b>	59%	22.8%	49.0%	NA	NA
<b>Percent Met AMAO 2013- 2014</b>	71.3%	--	69.1%	--	--

## English Language Arts Action Plan

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOALS:**

- At least 85% of all 4<sup>th</sup> – 12<sup>th</sup> graders will read at grade level across content areas
- At least 80% of student in grades 4-12 will write proficiently based on district developed metrics

**SCHOOL GOALS:**

- At least 85% of all 9<sup>th</sup> – 12<sup>th</sup> graders will read at grade level across content areas
- At least 80% of student in grades 9-12 will write proficiently based on district developed metrics
- At least 80% of 11<sup>th</sup> graders will meet or exceed standards in English as measured by CAASPP

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAHSEE CELDT CAASPP	69% of 11 <sup>th</sup> graders met or exceeded standards on the CAASPP  CAHSEE and CELDT data have stayed relatively constant since last year  CAASPP data is baseline	This goal will be evaluated annually as part of the SPSA evaluation process using CCSS interim assessments and benchmark assessments.

**STRATEGY:** Teachers in the CTE, English, Social Science, Science, World Languages and VAPA departments will address student literacy and writing by using Reading Apprenticeship classroom routines and CLOSE reading strategies

ELA Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Develop, review or revise quarterly interim assessments for CTE, English, social science, VPA and world language courses before the end of the 3 <sup>rd</sup> quarter of 2015-16 school year	Teachers of CTE, English, social science, VPA and world language	Continue the development of benchmark assessments where none currently exist  Revise existing benchmark assessments to reflect CCSS  Maintain and/or update Learning Record portfolios by all students in	No Cost

<b>ELA Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Implement CAASPP interim assessment blocks English-11 <sup>th</sup> graders		<p>their English classes, with contributions from other disciplines</p> <p>Assess all students' progress towards standards in reading, writing, speaking and listening by completing the evaluations associated with the Learning Record portfolios</p> <p>Revise Learning Record rubrics where necessary to align with CCSS</p>	
Support teachers in the implementation of Reading Apprenticeship routines	Department chairs and District language arts coaches	Provide direction to teachers in departments other than English about how to incorporate writing into lessons	No Cost
Build more collaboration time into teachers' schedules	Classroom teachers Site Administrators	<p>Schedule all but 1 early release Monday each month for department collaboration in 2015-16</p> <p>Provide days for collaboration when needed by course-alike teams</p> <p>Encourage peer observation among teachers</p>	\$3500-Block Grant-substitute cost
Monitor the use of RA classroom routines and writing strategies	Site Administrators and District Coaches	Provide specific feedback to classroom teachers on their use of RA routines after each classroom observation by administrators, peers and RA coaches	No Cost
Provide professional development for teachers of CTE, English, Social Science, Special Education, VAPA and World Languages teachers at least 3 times per year	District and Site Administrators and Department Chairs	<p>Schedule dates, times and locations with RA coaches and presenters</p> <p>Follow up at Monday collaboration meetings</p>	District Funding

**STRATEGY:** Teachers of all subjects will focus on the reading of informational text and the response to the reading through writing

<b>ELA Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Build collaboration time into teachers' schedules	Site Administrators	Focus one department meeting per month for teachers to examine student work, share strategies and give feedback to one another	No Cost

ELA Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		English teachers to develop text banks of informational text to be used in English classes.	
Monitor the use of informational text in classrooms	Site Administrators and District Coaches	Provide specific feedback to all teachers on their use of informational text after classroom observations by administrators, peers and literacy coaches	No Cost
Provide direction and guidance on Close Reading techniques and writing techniques to all staff	District coaches, Department Chairs, and Site Administrators	Identify key Close reading techniques for use in all subject areas  Provide direction and/or modeling of Close reading techniques to all teachers	No Cost

## Mathematics Action Plan

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOALS:**

- The number of students needing to retake a high school math class to meet graduation requirements will decrease by 10% each year

**SCHOOL GOALS:**

- The number of students needing to retake a high school math class to meet graduation requirements will decrease by 10% each year
- At least 51% of 11<sup>th</sup> graders will meet or exceed standards in mathematics as measured by CAASPP

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP, CMA, CAPA CAHSEE, CELDT Enrollment Reports	42% of 11 <sup>th</sup> graders met or exceeded standards on the CAASPP  More students are continuing with math beyond the 2 year graduation requirement  Many students still needing to retake required math courses for graduation	This goal will be evaluated annually as part of the SPSA evaluation process using quarterly interim assessments 2015-16 enrollment reports.

**STRATEGY:** All math teachers of Math 9, 10, and 11 will use CCSS units and lessons developed by the district math committee

Mathematics Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Incorporate common assessments for Math 9-11	Teachers of Math 9, 10, and 11 and site administrators	Use weekly collaboration meetings for the development of benchmark assessments and examining student work  Analyze the assessment data during collaboration time	No Cost

<b>Mathematics Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Provide support to teachers as they work to implement the standards for mathematical practice	Math Department Chair, math teachers, Site Administrators, District Math Coach,	Use classroom observations as a tool to determine effectiveness of standards for mathematical practice	No Cost
Build collaboration time into teachers' schedules	Math Department Chair Site Administrators	Use weekly collaboration meetings to share lessons, debrief and provide feedback to one another	No Cost
Provide CCSS trainings throughout the year	District Math Coach, Department Chair, Teacher Leaders, and site administration	Increase depth of knowledge of CCSS and the standards for mathematical practice	No Cost

**STRATEGY:** Administer CAASPP math interim assessment blocks to all 11<sup>th</sup> graders

<b>Mathematics Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Administer CAASPP interim assessments to 11 <sup>th</sup> graders in November and February	Math teachers and administrators	Schedule minimum days to administer CAASPP interim assessments in November, 2015  Train math teachers in the implementation of CAASPP assessments in November, 2015	No Cost
Score interim assessments in January and March	Math teachers and administrators	Train teachers in the scoring of interim assessments in December, 2015  Analyze the assessment data during collaboration time (ongoing)	No Cost

## Science Action Plan

**LEA GOAL:**

- The number of 10th grade students scoring advanced or proficient on the CST-science test will increase by 10%.

**SCHOOL GOAL:**

- The number of 10th grade students scoring advanced or proficient on the CST-science test will increase by 10%.

<b>What data did you use to form this goal?</b>  CST Science scores	<b>What were the findings from the analysis of this data?</b> 51.3% of 10 <sup>th</sup> graders were proficient or advanced on the CST science test, a decline of almost 4%.	<b>How will the school evaluate the progress of this goal?</b>  CST Science scores
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**STRATEGY:** Science teachers with 9<sup>th</sup> and 10<sup>th</sup> graders will use the CST blueprints and sample test questions to prepare students for the CST Science test

Science Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teach and reinforce the CST sample test questions for science	Science teachers	Share science sample test questions with science teachers at collaboration meeting (January-February 2016)	No Cost

**STRATEGY:** Science after school tutoring sessions will occur twice per week

Science Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Identify students who need science tutoring	Science teachers, site administration	Recruit teachers to tutor  Create tutoring schedule	\$2,100 (general fund)

**STRATEGY:** Students who wish to challenge themselves will have AP and Honors science class opportunities

<b>Science Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Create master schedule that includes AP Biology, AP Chemistry, AP Environmental Science, Chemistry Honors, and Physics Honors	Science teachers, site administration	Recruit students to take AP and Honors courses  Allow teachers to seek training for AP science courses	No cost

## English Learners Support Action Plan

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOALS:**

- At least 85% of students in U.S. school for 6 or more years will be proficient in English as measured by the CELDT and/or ELPAC.
- At least 70% of students who have achieved language proficiency, will additionally demonstrate academic proficiency as measured by CAASPP

**SCHOOL GOALS:**

- At least 85% of students in U.S. school for 6 or more years will be proficient in English as measured by the CELDT and/or ELPAC.
- At least 70% of students who have achieved language proficiency, will additionally demonstrate academic proficiency as measured by CAASPP

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP CAHSEE CELDT	77.2% of students met or exceeded the target for AMAO 1  54.5% of students in US less than 5 years met or exceeded the target for AMAO 2  70.5% of students in US more than 5 years met or exceeded the target for AMAO 2  39.6% of students met AMAO 3 ELA target  49.5% of students met AMAO 3 math target	This goal will be evaluated 3 times per year using MAP and/or district interim assessments and CELDT

**STRATEGY:** All teachers will employ an active engagement strategy focused on having EL students contribute orally every day.

ELL Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Support teachers in the implementation of active engagement strategies	All teachers Site Administrators District ELL Coach	Use department meetings to debrief and provide feedback  Provide meaningful feedback to teachers following each classroom	No Cost

<b>ELL Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
	ELD Teacher Leaders	observation as they grow in their use of the strategies Schedule classroom visits to allow teachers to observe others using the strategies or for coaches to model the use of the strategies at least one time per semester when needed	
Build collaboration time into teachers' schedules	Teachers and Site Administrators	Dedicate all but 1 early release Monday schedule for departmental collaboration  Provide days for collaboration as needed and/or when requested by course-alike teams	No Cost  \$3500-General Fund
Provide feedback to teachers on their use of active engagement strategies	Site administrators and district coaches	Provide direction when needed if strategies are not being implemented or used effectively  Provide feedback to teachers following each classroom observation in their use of engagement strategies	No Cost
Provide translation services for parents and students; report CELDT testing data to students, parents, and teachers; provide list of EL students to all teachers.	Spanish Translators and Multilingual Center Staff	Translate to Spanish all automated phone calls/emails sent home, student handbook, course catalog, suspension/expulsion letter and any communication to parents pertinent to their children's education Provide access to computers and on-line resources to all EL students  Provide a safe and resourceful place for EL students to study and access educational support materials	Translation Services, Block Grant = \$10,000.00

**STRATEGY:** Teachers of all subjects will introduce, teach and reinforce the academic vocabulary for each new lesson or unit of study.

<b>ELL Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Teach and reinforce a list of vocabulary words to be addressed in each unit of study	All teachers	Develop lesson plans identifying vocabulary words for each unit  Purposefully check for understanding with EL students	No Cost

**STRATEGY:** Teachers and administrators will learn and implement new ELD standards

<b>ELL Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Train teachers in ELD standards	All teachers, SJCOE trainer(s), site and district administrators	Schedule dates for all departments to receive training in Spring semester 2016.	No Cost
Train administrators in ELD standards	Site Administrators	Ensure all teachers and administrators have received the training	

**STRATEGY:** Use Primary Language Assistants in Multilingual Center and ELD classes

<b>ELL Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Primary Language Assistants to provide support in EL classrooms and in the Multilingual Center during lunch, before and after school	Classroom teachers, multilingual staff, site administration, and Primary Language assistants	Schedule classes for Primary Language Assistants to support  Coordinate times for Primary Language Assistants in the Multilingual Center	No Cost

**STRATEGY:** Provide designated and integrated ELD for EL students

<b>ELL Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Designated ELD instruction to be provided for newcomer EL students in sheltered classes	EL teachers, multilingual staff, site administration, and Primary Language assistants	Schedule classes for newcomer EL students to ensure designated ELD instruction is occurring	No Cost
Integrated ELD instruction to be provided for EL students in general education classrooms	EL teachers, classroom teachers, multilingual staff, site administration, and Primary Language assistants	Ensure that ELD instruction is occurring in all general education classrooms through observations.	

## Equitable Environment Closing the Achievement Gap Action Plan

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

### LEA GOALS:

- The increased enrollment in AP and Honors courses will be increased or maintained while students achieve success in these advanced courses
- CTE courses will continue to meet the criteria of UC a-g requirements, offering industry certification and/or being articulated with a community college.
- CTE enrollment will increase. CTE course offerings will expand, and opportunities to increase awareness of CTE programs will continue to grow
- Students with disabilities and at risk learners receiving intervention (both academic and behavioral) will demonstrate growth adequate for their unique learning needs, as measured by CAASPP, MAP, IEP goals, behavior support plans
- Students identified as gifted learners will access opportunities for enrichment with their area of interest
- The district and each school site will annually increase opportunities for parent participation and education, using 2013-2014 as a baseline year

### SCHOOL GOALS:

- The enrollment in AP and Honors courses will at least be maintained for the 2016-17 school year
- CTE courses will continue to meet the criteria of UC a-g requirements, offering industry certification and/or being articulated with a community college.
- CTE course enrollment will increase by 5%.
- Students with disabilities and at risk learners receiving intervention (both academic and behavioral) will demonstrate growth adequate for their unique learning needs, as measured by CAASPP, MAP, IEP goals, behavior support plans
- Students identified as gifted learners will access opportunities for enrichment with their area of interest
- The district and each school site will annually increase opportunities for parent participation and education, using 2013-2014 as a baseline year
- By 2016, 95% of LHS students will graduate with a diploma or a certificate of completion.
- Decrease by 25% the number of D's and F's earned by 9<sup>th</sup> graders
- Improve the overall attendance rate to 96%
- Reduce by 25% the number of suspensions and expulsions

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
AP and honors enrollment data List of CTE courses meeting UC a-g reqs List of courses articulated with Delta College List of courses providing an industry certification Attendance, suspension/expulsion data	There was a 3% increase in the number of students enrolled in honors and AP and honors courses for 2014-15  Industry certifications are in place for all CTE courses for which there is a certification process	Data for this area is reviewed annually and used to determine the need for revision to associated programs.

**STRATEGY:** Improve access to and support systems for advanced placement courses for traditionally underserved students

Achievement Gap Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Increase awareness of AP and honors courses among parents and students traditionally underserved in the AP program	AP Teachers and Site Administrators	<p>Promote the importance of taking AP courses in the LINK newsletter and on the school website</p> <p>Coordinate AP course information meetings</p> <p>Schedule AP information meetings for African American, Latino and SES students prior to course specific AP informational meetings. Send invitations to identified students by February 2016</p>	No Cost
Implement strategies for finding “missing” students from AP enrollment	Site Administrators, all teachers, and counselors	<p>Survey 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students to identify students from underrepresented groups who may be able and ready for AP level work but are not aware of the advantages of taking an AP class by March 2016</p> <p>Survey teachers to develop a list of students teachers think are capable of AP level work by March 2016</p> <p>Work with counselors and teachers to identify students with AP potential by March 2016</p>	No Cost
Remove potential barriers from AP enrollment process	District administration, site administrators, counselors, and leadership team	Provide funding for AP test registration costs for students who qualify for free/reduce lunch or who have been identified by a staff member as being in financial need for May 2015 testing	District funding Donations College Board Fee Waivers
Put programs in place that provide academic support beyond regularly scheduled school day	Site Administrators, ASC Staff, and all teachers	<p>Continue to offer Pathway to Excellence for African American students weekly</p> <p>Identify and invite qualifying 8<sup>th</sup> grade students to a 5 day Summer Bridge program to support their transition to LHS</p> <p>Provide afterschool tutoring for all students in writing, math, social science and science 3 days per week</p> <p>Coordinate AP test practice and afterschool tutoring sessions annually</p>	<p>\$4500-Block Grant</p> <p>\$20,000-Block Grant</p> <p>\$1,500-Block grant</p>

**STRATEGY:** Continue to pursue UC/CSU approval, articulation with Delta College and/or industry certification for the remaining CTE courses that have not met this target.

<b>Achievement Gap Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Explore potential new articulation agreements with Delta College in CTE classes	Site Administrators Counselors CTE Teachers	Attend Delta College annual Articulation Day which focuses on Culinary Arts, spring 2016  Schedule meetings with appropriate Delta teachers  Participate on the Delta College CTE Transitions Committee	No Cost
Provide support and time to teachers working through the process for submitting a new course for UC/CSU a-g approval by May 2015	CTE Teachers of courses not yet approved by UC/CSU Site Administrators	Provide support to CTE teachers for writing a successful course outline for submission  Provide release time for teachers to work on their submittals	\$2500-Perkins Grant

**STRATEGY:** Provide academic intervention or assistance with decision making for students who need additional support.

<b>Achievement Gap Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Provide support for 9 <sup>th</sup> grade students and former alt ed students via the Academic Success Center (ASC)	ASC Teachers Academic Lit Teachers ASC Counselor	Work with 8 <sup>th</sup> grade teachers in the spring of each year to identify 9 <sup>th</sup> grade students in need of frequent monitoring to ensure success  Provide student mentorship on a weekly basis to students in need  Provide intervention counseling and family support to meet the social-emotional needs of students at risk of failing on an as-needed basis  Schedule follow-up Link Crew orientation sessions 2 times throughout the year.  Schedule Link Crew orientation sessions each quarter for students enrolling after the first day of school	No cost       \$1500-General Fund

<b>Achievement Gap Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Provide programs designed to teach decision making regarding social/emotional issues, school attendance and achievement	Site Administrators, Point Break Consultant, Link Crew coordinator	Schedule Point Break for all 10 <sup>th</sup> graders between September and November	\$15,000-Block Grant
		Identify Link Crew leaders annually in the spring	
		Train Link Crew leaders in August	\$10,000-Block Grant
Further the cultural proficiency of all staff	All Staff	Run Link Crew Orientation in August for all incoming 9 <sup>th</sup> grade students	
		Analyze suspension/expulsion data for equity, January-March 2016	No Cost
		Work with consultant to identify positive behavior change programs if data analysis yields need to do so from January through May 2016	District Funding

**STRATEGY:** Implement mandatory Freshman Seminar for qualifying students

<b>Achievement Gap Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Enroll all 9 <sup>th</sup> graders with at least 2 F's in mandatory Freshman Seminar	Seminar teachers, Administration, ASC teachers	Determine qualifying students at P1, Q1, P2, S1, P3, Q3, and P4	\$7500-General Fund

**STRATEGY:** Implement Attention 2 Attendance

<b>Achievement Gap Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Send truancy letters weekly to perpetual non-attenders	Administration, Attendance clerks, clerical staff, and A2A staff	Weekly-all year	Funded by District Office

**STRATEGY:** Use restorative practices when appropriate and applicable for student discipline

<b>Achievement Gap Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Determine opportunities for Restorative Practices in the student handbook	LHS administration District Administration Leadership team	Provide Restorative Justice as an alternative to suspension for certain infractions  Continue positive behavioral intervention strategies when working with student committing low-level infractions	No cost

## Parent Involvement- Non Title I Schools

### Annual Parent Survey Process and Results

Parent survey is designed and conducted at the site level, parents are notified via school newsletter as to how to access and participate in the survey. Additionally, the district will design and conduct a survey for all parents. Surveys will be administered in spring 2016.

Actions	People	Timeline
ELAC meets twice per year to generate discussion between Lincoln High School staff and parents of students whose primary language is not English	Vice Principal, EL teachers, Multilingual Center staff	Spring and Fall 2016
A well-established PTSA actively fundraises, provides funding for curricular and extra-curricular activities, solicits and acts upon community input	PTSA Executive Board and members, LHS Principal	Ongoing
Lincoln Latin Leadership, a district-wide organization, offers all students and parents of Latin origins opportunities to learn about school- and education-based programs and scholarships, and recognizes academic and civic excellence	LLL board and site administration	Ongoing
Aeries, a web-based computer program, allows parents to monitor their child's academic performance from their home or work, e-mail their child's teacher, and remain current with school events and announcements	Parents, students, classroom teachers, and site administration	Ongoing
School Messenger phone communication system allows Lincoln High School to maintain close communication with all parents regarding upcoming events, important dates, or emergencies in both English and Spanish	Site administration	As needed
The LINK newsletter is published every quarter. It includes important announcements, simple ways for parents to contact the school, community services, and opportunities to join PTSA and other school-based groups	Site administration, LHS office staff	Once per quarter
Marquis located in front of the school announces important events and scheduling items of note	Office staff and student activities	Ongoing

Involvement of parents from underrepresented student populations as partners in their child's education by helping them understand our academic programs, state and federal requirements, state standards, their role in their child's education	Academic Success Center, Multilingual Center, Student Services, and site administrators	Ongoing
Continue to build the capacity of the SSC, ELAC, PTSA, and LLL by recruiting new members for these groups	Parent Groups, site administration	Ongoing

**School Site Council Membership  
2015-16**

Name	Represents				Term Ends
	Parent/ Community	Teacher	Other Staff	9-12 Student	
Mary Nakamura, Chairperson	X				June 2016
Carrie Spencer	X				June 2016
Bernie Flores	X				June 2017
Angela Gomez	X				June 2017
Shelley Spessard	X				June 2017
Brandon Gonzalez				X	June 2016
David Le				X	June 2016
Dominic Solari				X	June 2016
Joanne Yi, Secretary				X	June 2016
Lucy Li				X	June 2017
Elliott Stenzler, Alternate				X	June 2016
Shelly Moreira		X			June 2016
Melinda Tolmie		X			June 2016
Diane Wiese		X			June 2016
Fran Bott		X			June 2017
Anna Monnich		X			June 2017
Lucinda Sypolt		X			June 2017
Open			X		June 2016
Sevrina Flores			X		June 2017
Donna Sinnock			X		June 2016
Terry Asplund, Principal			X		N/A

## Assurances

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities
3. under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
4. The School Site Council sought and considered all recommendations from the English Learner Advisory Committee, School Advisory Committee and Community Advisory Committee for Special Education Programs.
5. The school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students.
6. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The school plan was adopted by the School Site Council at a public meeting on December 7, 2015.

Attested by:

Manje E. Wakamua 12/16/15  
SSC Chairperson Date

[Signature] 12/7/15  
School Principal Date