THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LINCOLN HIGH SCHOOL

2020-21

37-68338-0114025
CDS Code

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

Principal: Brown, Stephanie
Contact Person: Brown, Stephanie
Position: Lead Principal
Telephone Number:
Address: 4777 Imperial, Lincoln High, San Diego, CA, 92113,
E-mail Address: stephanie.brown@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

San Diego Unified SCHOOL DISTRICT

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.

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San Diego Unified
SCHOOL DISTRICT

Attachment 2 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement
Recommendations and Assurances

School Name: Lincoln High School

Site Contact Person: Stephanie Brown

DUE: October 5, 2020

Phone: 619-266-6500 Fax:

E-mail Address: Stephanie.brown@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☒ Title I Schoolwide Programs (SWP) ☐ CSI School

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

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

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

☒ English Learner Advisory Committee (ELAC)	Date of presentation: 10-8-20
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:
☐ Site Governance Team (SGT)	Date of presentation:
☒ Other (list): LLT	Date of presentation: 9-30-20

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: _____

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.

Stephanie Brown Type/Print Name of School Principal	Stephanie Brown Signature of School Principal / Date
RoBert Patmon Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson / Date
Ana Diaz Type/Print Name of ELAC Chairperson	10/19/2020 Signature of ELAC Chairperson / Date
Sofia Roditti Type/Print Name of Area Superintendent	DocuSigned by: Sofia Roditti 8AFB739198C44F8... December 7, 2020 Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

The staff at Lincoln High School strives for excellence in meeting the needs of a diverse student population. School programs are designed to stimulate learning and to implement the state standards in order to provide all students with a firm foundation for school and work beyond high school. In addition to providing a strong academic program, Lincoln High School continues to provide opportunities for students to develop appropriate social skills, problem-solving strategies, career preparation skills and technology expertise to promote life-long learning. This School Plan for Student Achievement lays out goals and strategies that will improve student achievement, attendance, safety, and access for all students.
This plan will outline the goals we have set forth for the 20-21 school year and the vision we have to ensure all students are afforded a rigorous and relevant academic program. It includes the school's goals and strategies for meeting those goals. This plan represents the instructional core for 20/21 and is not intended to include all the specific details needed for implementation. This document is meant to function as a model for Lincoln High School as we work to improve student outcomes, and it is expected that the strategies described in the plan will be adjusted along the way in order to meet those desired outcomes.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all. Goals and strategies are focused on improving the implementation of SDUSD Guaranteed and Viable Curriculum (GVC), standards-based grading and increasing the percentage of students who are earning first time credit for courses. These efforts will increase the number of honors, AP and College courses we can offer on our master schedule. Teachers will participate in professional learning that includes preparing lessons that are culturally responsive, anti-racist and anti-bias practices.

LCAP Goal 2: Access to broad and challenging curriculum. Our school will prepare students for both college and career, while offering pathways in Health Science and Medical Technology, Engineering and Architecture, Public Services and Computer Science.

LCAP Goal 3: Quality leadership, teaching and learning. LHS leadership team will regularly review and monitor all programs for quality and value. We will hold faculty accountable to the highest professional standards through ongoing evaluation. We will Identify and train faculty on cutting-edge technology in support of student learning. Focus professional learning around research proven Quality Teaching Practices (QTP) and Quality Learning Interactions (QLI).

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child. LHS will align plan to SDUSD key strategies in achieving racial justice and equity, with an emphasis on student voice. Areas include: Interrupting discriminatory practices related to student discipline, Interrupting Racism on our campuses, building safe, respectful and nurturing campuses, Interrupting discriminatory

practices related to grading, while moving to mastery based grading, Staff Diversity, Progress towards becoming a Restorative District, Progress toward becoming a Trauma & Resilience Informed District, Developing Community Schools, Implementation of Ethnic Studies for All.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities. Lincoln High School will be the school of choice for families in our boundary area for its academic program, innovative college prep courses, high quality supports for student's success, athletic achievements and extracurricular offerings. LHS will strengthen its partnership with parents and community members through engaging students in sharing their learning with our stakeholder community.

STAKEHOLDER INVOLVEMENT (REQUIRED)

LHS's instructional leadership Team (ILT) met on September 30th to review the 2019-2020 goals. ILT members discussed and assessed whether or not we met each goal. The ILT provided the principal feedback on adjustments that needed to be made to each goal with the consideration of what would make them attainable.

All students, staff and parents/guardians were invited to our School Site Council (SSC) which met on September 23rd to review proposed SPSA goals. Each goal and Annual Measurable Objective (AM0) was discussed. SSC voted to approve the SPSA goals. Spanish translation services were available for parents.

English Learner Advisory Committee will meet on October 8th to review and provide input on SPSA goals for the 20-21 school year. Spanish translation will be provided.

RESOURCE INEQUITIES

Lincoln's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, site data; and a review of the 2018 -19 SPSA. An analysis of the student groups of the CAASPP results indicate an overall decrease in the area of Math (4 points) and in the area of ELA (4 points).

The 2016-2017 11th grade students met or exceeded grade level standards at 25% (ELA) and 13% (Math). In 2017-18 11th grade students met or exceeded grade level standards at 28% (ELA) and 12% (Math) The 2018-19 11th grade students met or exceeded grade level standards at 24% (ELA) and 8% (Math). The school's CAASPP data for 2018-19 showed decline in Math and ELA (see above). Over the past 3 years, ELA decreased by 1% and Math decreased by 5%. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of both ELA and Math with regards to EL's and students with disabilities. This plan addresses a focus on ensuring students have access to a guaranteed and viable curriculum, bell to bell instruction and common assessments by focusing on professional development in instructional routines that support the achievement of underperforming subgroups. In ELA and Math, teachers will develop integrated ELD plans within every lesson and create a dedicated time within each teaching block for ELD. Administrators will do focused walkthroughs to monitor student achievement within these two subgroups. This plan provides resources specifically for both practices. Staff will also

focus on the graduation rates of English learners and students with disabilities. Both groups showed a decrease over the past two years. We will also focus on A-G completion rates within our homeless and African American students.

Based on district data, there are also inequities in the areas of chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselors, the school nurse, and certificated staff to monitor attendance and social emotional needs of our students. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. Special emphasis and target intervention will focus on our students with disabilities and our African American students who showed an increase in suspension rates. There will be mental health services on-site (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the nurse will work directly with staff and families to provide professional development and strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school wide to address the overall school culture.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Zora	Student
Karen	Student
Curon	Student
Kimberly Coons	Parent/Community Member
Tia Turner	Parent/Community Member
Robert Patmon	Parent/Community Member
Sierra Johnson	Classroom Teacher
Rita Cooper	Classroom Teacher
Lauren Wilensky	Classroom Teacher
Gerardo Constantino	Other School Representative
Stephanie Brown	Principal
Shawna Jaggi	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, LHS made significant progress in decreasing the number of students suspended from school. Given the COVID Pandemic, the CA Dashboard is not yet reporting out on 2020 data. SDUSD provided data for LHS to determine progress towards goals. For all students our baseline for suspensions for 2019 was 8%, goal was 5% and our actual percentage was 2.2%. For our African American subgroup our baseline was 16.4%, goal was 8.2% and our actual percentage was 2.7%. For our students with disabilities our baseline was 12.8%, goal was 6.4% and actual percentage was 2.2. During the 2019-2020 school year, all LHS participated in the three part series of Trauma Informed Practices. We improved the quality of campus supervision and ensured our supervision staff was visible at all times. We implemented restorative conferences as an alternative to many incidents that would have historically led to suspensions. We hired a Dean of Students who worked directly to support students and staff on addressing student behavior.
We made some progress in meeting our attendance goals. For all students, our baseline attendance for 2019 was 90%, our goal was to achieve 94% and our actual percentage was 92.8%. Although we did not met the goal, progress was made. Our baseline percentage for the number of students who were chronically absent was 19% with a goal of 16%. Our actual percentage was 23.8%. We did make progress on this goal. The new administration team has uncovered some issues as it relates to attendance reporting and monitoring. Specific daily, weekly and monthly reports were not ran consistently and the monitoring of attendance was not happening in a systematic fashion. Our response to the attendance data was reactive. We are now working on strengthening our system of attendance monitoring and system of supports and action to address the students who are absent and chronically absent from school.

***Major Differences**

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

The resources allocated towards this goal include counseling, intervention support, postage, hourly pay. These were in alignment with the intended purpose.

***Changes**

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

We will continue to keep goals related to attendance, chronic attendance and suspensions. The goals have been adjusted based on our new baseline data. Our strategies to meet our goals will be revised to include the ways in which we are monitoring the data related to these goals. Counselors will also strengthen their monitoring system for all grade levels to ensure we are working together to monitor student attendance.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9-12	Improve overall attendance	92.8	95	Attendance	annual
June 2021	9-12	Decrease chronic absenteeism	23.8	20	Attendance	annual
June 2021	9-12	Decrease first time Suspension rate	2.2	0	Suspension	annual

***Identified Need**

According to 2019 District records, Lincoln's overall attendance remained fairly constant from 92.2% to 92.4% in the past five years. Improvement needs to be seen in this number District records also show that the 9th grade had the highest level of chronic absenteeism 25.5%. 11th grade students reported that only 11% of the time, in their courses, they were given a chance to participate in class discussions and activities. These results were recorded in the 2019 California Healthy Kids Survey. In the Parent Survey (CSPS Report), 18% of the parents indicated that they were engaged in important decisions of the school. According to the California Dashboard 8% of students at Lincoln were suspended at least once. 16.4% of African American students were suspended at least once, and 12.8% of Students with Disability were suspended at least once.

***Online Learning Implications**

School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child (ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9-12	Black or African American	Decrease first time suspension rate	2.7	0	Suspension	Annual
June 2021	9-12	Students with Disabilities	Decrease first time suspension rate	2.2	0	Suspension	Annual
June 2021	9 - 12	English Learner	Decrease first time suspension rate	1.3	0	Suspension	Annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will be served by this strategy.

***Strategy/Activity - Description**

To accomplish this goal, out attendance team will meet weekly to review data from the previous week. Action plan will be developed to identify which staff member will call which student. Referrals will be made to our intervention team for students and families who disclose additional needs for support. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance. Contacts will be made by office staff, administrators, or counselors. Contact data will be recorded in PowerSchool. Weekly monitoring using Hoonuit will provide attendance team with real time feedback on progress that is made on a week to week basis.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F36374Q	Project Resource Teacher	1.00000	$93,587.00	$133,547.37	3637-30106-00-1907-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		MTSS Coordinator ensures tiered systems of attendance intervention is being implemented and monitored for efficacy.
F36374R	School Counselor	0.50000	$43,536.00	$62,771.71	3637-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support on-track monitoring
N3637N9	Supplies		$100,000.00	$100,000.00	3637-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Intervention and Instructional supplies

***Additional Supports for this Strategy/Activity**

A Multi-Tier System of Support team will be in charge on monitoring effectiveness of interventions and progress towards these goals.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Student in need of attendance intervention and behavioral support will benefit from this intervention.

***Strategy/Activity - Description**

Each week, our Multi-Tier System of Support (MTSS) team will meet to review students whose names were submitted by teachers and support staff for additional support. The MTSS team is composed of all counselors, Pupil Advocate, Dean of Students, Nurse, Wellness Coordinator and Administrators to review referrals and identify next steps for the students, as well as an action plan for communication and support services.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637DX	Equipment Non Capitalized		$100,000.00	$100,000.00	3637-30100-00-4491-1000-1110-01000-0000	Title I Basic Program	[no data]		Laptops to support 1:1 program
	School Counselor				3637-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F36374R	Counselor will support with student contact.
	Project Resource Teacher				3637-30106-00-1907-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F36374Q	MTSS Coordinator will monitor attendance data

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

All Lincoln students, parents/guardians, community members and visitors.

***Strategy/Activity - Description**

Lincoln will establish a Virtual Welcome Center (during COVID-19) and continue a physical Welcome Center when schools reopen, as a designated location on campus where visitors can check in and be warmly greeted by a Lincoln staff member. The purpose of the Welcome Center is to ensure school safety, provide excellent customer service, and address concerns in a timely fashion and host classes and meetings for families. The Welcome Center coordinator is a Bilingual Community Assistant who also helps coordinate parent classes, supports positive community relations and supports families in accessing information about their students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637G0	Other Support Prsnl PARAS Hrly		$700.00	$929.53	3637-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Hourly pay for evening and weekend events.

N3637PH	Inservice supplies		$3,468.00	$3,468.00	3637-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent meetings and events.
	Supplies				3637-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N3637N9	Supplies for parent involvement activities.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Given the COVID-19 Pandemic and the suspension of CAASPP testing, LHS was unable to determine if progress was made towards this goal. The goals established in 2019 will be carried over for the 2020-2021 school year. In 2019-2020, Lincoln's ELA department focused on the implementation of standards based curriculum, Tier 1 instructional practice, assessments and interventions. Lincoln currently uses the SDUSD Guaranteed and Viable Curriculum for ELA 9 and 10. College Board SpringBoard Curriculum is used for 11th and 12th grade. Based on preliminary results 35.9% met or exceeded the standard, but final scores showed 28% met or exceeded standards. After further investigation it was learned many students did not take the performance task on the SBAC, which consequently lowered our overall performance as a school.
The ELA goal for the 2018-2019 school year was for 34.1% of the 11th graders to demonstrate proficiency on state standards as measured by the SBAC. The performance from 2017 was 29.1%. Although the goal was not met, it is clear from the preliminary data there was potential for the goal to be exceeded if all student participated in completing the performance task. The ELA department was not utilizing the SBAC Interim Assessment embedded in the CAASP portal last year.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
SDUSD has expanded the offering of Guaranteed and Viable Curriculum (GVC) for ELA 9th and 10th. Ninth grade teams have also attend the Project Based Learning Summer Institute and will implement interdisciplinary projects for the 20-21 school year. 9th and 10th grade ELA teachers are expected to implement the district curriculum. We have also purchased a license for literacy intervention (Achieve 3000) for all freshmen.

***Changes**

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

In line with SMART goal development the new goal will be attainable within a reasonable time and with focused resources spent on evidence-based strategies. The English Department will refocus their common assessments and tasks and will meet monthly to discuss results on these common task/assessments. Remediation plans will be developed and implemented to support at-risk students. The MTSS Coordinator will assist the department in monitoring and analyzing the data. The counselor will monitor grades and track achievement to support UC a-g and district graduation requirements.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	meet or exceed standards	35.9%	37.9%	CAASPP ELA	annually

***Identified Need**

Based on the results for the 2018-19 CAASPP, only 28% of 11th graders met or exceeded the standards.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
Multiple assessment opportunities embedded throughout units to allow teachers to assess and provide feedback to support students as they move toward mastery.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	English Learner	Meet or exceed	0%	2%	CAASPP ELA	annual
June 2021	11	Students with Disabilities	Meet or exceed	7%	9%	CAASPP ELA	annual
June 2021	11	White	Meet or Exceed	18%	20%	CAASPP ELA	annual
June 2021	11	Black or African American	Meet or Exceed	13%	15%	CAASPP ELA	annual
June 2021	11	Hispanic or Latino	Meet or Exceed	40.5%	42.5	CAASPP ELA	annual
June 2021	11	Socioeconomically Disadvantaged	Meet or Exceed	36.4%	36.4	CAASPP ELA	annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Students reading below grade level will conference with their ELA teacher or support teacher to review data, set goals and develop a monitoring plan. The FAST assessment will be used for students in 10-12 and Achieve 3000 will be used with students in 9th grade.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637LB	Interprogram Svcs/Field Trip		$3,662.00	$3,662.00	3637-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Experience to support PBL
N3637P2	License And Fees		$5,000.00	$5,000.00	3637-30106-00-5842-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Literacy intervention monitoring and support
	Supplies				3637-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N3637N9	Instructional supplies, consumable novels and student notebooks.

***Additional Supports for this Strategy/Activity**

Teachers will discuss logistics, timelines, results and analysis in their monthly department meeting.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

ELA staff will re-evaluate and, if necessary, revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students. Administration and the MTSS Coordinator will assist in the collection and analysis of the data.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637P9	Classroom Teacher Hrly		$90,000.00	$110,061.00	3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly pay for teacher prep time

***Additional Supports for this Strategy/Activity**

Education specialist, English Learner Support Teachers, MTSS Coordinator and admin will collaborate to support the lesson study cycles.

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

English Language Learners, Students with Disabilities and students performing below standard.

***Strategy/Activity - Description**

Course-alike ELA teachers will participate in two Lesson Study cycles (one in each term) with an emphasis on implementing new methodologies to support student learning and engagement for English Learners, Students with Disabilities and students identified performing below grade level. These methodologies will be researched by the team and implemented. They will include bell to bell instruction employing instructional routines that focus on reading and writing development. AVID strategies, such as WICOR, are just some of the examples that will be used by ELA teachers. MTSS Coordinator and Administration will help in the research and development of the method.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637DL	Prof&Curriclm Dev Vist Tchr		$30,000.00	$36,687.00	3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Release time provided for teachers to collaborate on lesson study.

Strategy/Activity 4

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Implementation of Interim Assessments to monitor student progress toward stated grade level standards. Teachers will use this data to modify their curriculum and develop interventions for at risk students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637P9	Hourly pay for additional prep time.
	Prof&Curriclm Dev Vist Tchr				3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637DL	Release time to work on developing common assessments.

Strategy/Activity 5

***Students to be served by this Strategy/Activity**

All students with an emphasis on EL and Students with Disabilities.

***Strategy/Activity - Description**

To ensure access for all students, especially our English Learners and Students with Disabilities, we will staff the library to assist students in their research.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F36374S	School Library Techn II	1.00000	$42,673.00	$75,499.48	3637-09800-00-2230-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support students with access to library resources and research

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Given the COVID-19 Pandemic and the suspension of CAASPP testing, LHS was unable to determine if progress was made towards this goal. The goal and AMO's established in 2019 will be carried over for the 2020-2021 school year. In 2019-2020, Lincoln's mathematics department focused on the implementation of standards based curriculum, Tier 1 instructional practice, assessments and interventions. Lincoln currently uses SDUSD's Guaranteed and Viable Curriculum for Integrated Math I, II, and III.
Math achievement for all students has decreased over the past 5 years by 4.8%, although it improved by 2.4% in the previous year. Building common assessments and working within our PLCs seemed to have minimal impact. The overall math proficiency is very low, 8.9%. Our English learners had no students meet or exceed proficiency and have had no student at or above proficiency in the last four years. Hispanic students dropped 3.5% over the past 5 years and had minimal gains from last year, 2.1%. Historically Hispanic students have not achieved above 12.5%. African American students also decreased in the past five years, 8.8%.

***Major Differences**

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

In the 2018-2019 school year, Math instructors were frustrated by the district adopted curriculum and began to implement their own supportive curriculum. This created an uneven approach and hampered a focused approach to math instruction.
In the 2019-2020 school year, Mathematics instructors were trained in the district's San Diego Enhanced Mathematic curriculum. Teachers were supported with release time and coaching from our Mathematic Coach to stay the course with the implementation of SDEM.

***Changes**

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

The math department will create common assessments and begin to look at common instructional lessons. With these anchoring the curriculum and focused on student standards, the teachers will be able to have focused interventions and supports for students. The Interim Assessments from SBAC will provide an opportunity to show growth when compared to other students in the district and state. Administration and Resource Teachers will monitor this development and support staff. The introduction of the Enhanced IM1 course will introduce new engaging curriculum routines.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Meet or Exceed	8.9%	10.9%	CAASPP Math	annual

***Identified Need**

Math achievement for all students has decreased over the past 5 years by 4.8%, although it improved by 2.4% in the past year. Building common assessments and working within our PLCs seemed to have minimal impact. The overall math proficiency is very low, 8.9%. Our English learners had no students meet or exceed proficiency and have had no student at or above proficiency in the last four years. Hispanic students dropped 3.5% over the past 5 years and had minimal gains from last year, 2.1%. Historically Hispanic students have not achieved above 12.5%. African American students also decreased in the past five years, 8.8%.

***Online Learning Implications**

Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
Flexibility for teachers to provide both whole group, small group and individual instruction.
Integrated Math I team has committed to Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Students with Disabilities	Meet or Exceed	0%	2.1%	CAASPP Math	annual
June 2021	11	English Learner	Meet or Exceed	0%	2.1%	CAASPP Math	annual
June 2021	11	Black or African American	Meet or Exceed	4%	6.1%	CAASPP Math	annual
June 2021	11	White	Meet or Exceed	0%	2.1%	CAASPP Math	annual
June 2021	11	Hispanic or Latino	Meet or Exceed	8.2%	10.2%	CAASPP Math	Annual

June 2021	11	Socioeconomically Disadvantaged	Meet or Exceed	8.4	10.4%	CAASPP Math	annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

9th grade students

***Strategy/Activity - Description**

The Lincoln Math Department will participate in the Enhanced Math Pilot for Integrated Math 1. The Enhanced Curriculum is based on the Kendall Hunt Illustrative Math Curriculum. This problem-based pedagogy that is the foundation of the IM curriculum will make the rigorous learning standards in the high school courses accessible to all learners. Enhanced IM 1 is a problem-based core curricula rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines that guide them in understanding and making connections between concepts and procedures.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F36374T	Project Resource Teacher	0.20000	$18,717.40	$22,995.08	3637-09800-00-1907-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional coaching support for math teachers.
F36374U	Regular Teacher	0.10000	$8,900.60	$12,791.94	3637-09800-00-1107-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Math intervention support for students.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

To facilitate the ability to give students more individualized supports we will be staffing the Math department with one additional teacher. This will reduce class size and allow the teachers to employ more in depth instructional routines. Reducing class size also allows the ability for the teachers to develop strong mentoring relationships with their students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher				3637-09800-00-1107-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : F36374U	Mathematics intervention support for students

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

The math department will break into course-alikes and continue to develop common tasks/lessons to build to current established common assessments. The lesson plan will follow the 5E model with emphasis on instructional routines and the math habits of mind/interaction. The math department will meet twice a month to debrief the common tasks/lessons with focus on achievement of all students to reaching/approaching mastery of the standard. A common rubric will be developed by the department to ensure reliable results.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637P3	Software License		$5,000.00	$5,000.00	3637-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Software to support mathematical understanding
N3637P8	Travel Conference		$45,421.00	$45,421.00	3637-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	[no data]		Educator attend conferences to study best practice and engage with other math experts in order to increase instructional efficacy.

Strategy/Activity 4

***Students to be served by this Strategy/Activity**

11th grade students

***Strategy/Activity - Description**

To monitor students' progress toward state standards and to align with state assessments the math department will implement the SBAC interim assessments. Teachers will review the results and develop intervention lessons to support struggling students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher				3637-09800-00-1107-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : F36374U	Monitor student progress through formative and summative assessments.
	Project Resource Teacher				3637-09800-00-1907-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : F36374T	Instructional coaching and PLC facilitation.

Strategy/Activity 5

***Students to be served by this Strategy/Activity**

9th grade students

***Strategy/Activity - Description**

Math staff and administration will develop a monitoring and tracking system that will assess the pass rate of students and the level of response to intervention in IM1. This gateway course is what causes many of our students to become behind in graduation tracking and creates an impression in the student that they can't be successful. We must intervene frequently and immediately. This team will meet regularly to track individual students and their performance to established goals.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher				3637-09800-00-1107-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : F36374U	Focus on strengthening tier 1 instruction to improve outcomes for IM I students.
	Project Resource Teacher				3637-09800-00-1907-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : F36374T	Coaching and modeling use of effective tier 1 instruction

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Given the COVID-19 Pandemic and the suspension of CAASPP testing, LHS was unable to determine if progress was made towards this goal. The goals established in 2019 will be carried over for the 2020-2021 school year.
Analysis of district reclassification indicates that Lincoln did not meet its goal to reclassify the potential reclassification students at an 85% rate. Analysis of the previous SPSA shows a lack of a defined monitoring plan showing growth to reclassification. Department meetings around common assessments did not focus specifically on ELs. Therefore strategies developed may have supported at a limited level, but were not scaffolded enough for our English Learners. Attendance data also indicates that EL students have a high absence rate, and plans need to be developed to account for the missed learning of a student acquiring the English Language. English Learners also struggle in proficiency in Math and English, which impacts graduation rate.

***Major Differences**

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

The major difference in this plan is that concrete instructional practices will be utilized with direct connection to develop language. Administrators and Teachers will be monitoring development of EL students and specifically LTEL students. Administrators will be focused on the academic success and the language development of our LTEL students.

***Changes**

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

Focusing on ELPAC growth and purposefully targeting language development in context (Mathematics). Project Resource Teachers will support with monitoring and implementation of ELA and Math Goals. Goals are more measureable in accordance to SMART goal development.

***Integrated English Language Development**

English Learners are integrated into the core classes with support. Support will be provided within the content classrooms to address language targets (i.e. clarity of purpose) and structures with appropriate scaffolding and differentiation support. The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development. Within the SPSA a specific walkthrough protocol is being developed by OLA (Stanford Mathematical Language Routines) and the administration with regards to the LTELs. This walkthrough plan is to observe the integrated ELD support in the classroom. The Enhanced Integrated Math 1 course will also have embedded integrated support. An ELI-RT will provide in-classroom 2-week coaching support twice this school year. Coaching will include classroom observations, feedback to support teachers and administrative support.

***Designated English Language Development**

In addition to their core English class, English Learners are placed in a language support course ELD1, 2 The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development Within the SPSA a specific walkthrough protocol is being developed by OLA (Stanford Mathematical Language Routines) and the administration with regards to the LTELs. This walkthrough plan is to observe the integrated ELD support in the classroom. The Enhanced Integrated Math 1 course will also have embedded integrated support. An ELI-RT will provide in-classroom 2-week coaching support twice this school year. Coaching will include classroom observations, feedback to support teachers and administrative support. ELA classes will have designated ELD time, as prescribed by the OLA office.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	English Learner	Meet or Exceed	0%	2%	CAASPP ELA	annual
June 2021	11	English Learner	Meet or Exceed	0%	2%	CAASPP Math	annual

***Identified Need**

Chronic failure to meet proficiency in both ELA and Math (CAASPP) has been ongoing. Attendance figures show that 1 in 5 English learner has chronic attendance problems. The combination of these result in English Learners having a low graduation rate 66% and a low UC a-g rate 52%.

***Online Learning Implications**

Online professional development modules with iELD (integrated English Language
The district will provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	11	LTEL	Meet or Exceed	0%	2%	CAASPP ELA	annual
June 2020	11	LTEL	Meet or Exceed	0%	2%	CAASPP Math	annual
June 2020	9-12	English Learner	Meet or Exceed reclassification goal	73%	75%	Summative ELPAC	annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

English Learners.

***Strategy/Activity - Description**

The new Enhanced Math curriculum will give EL students the opportunity to acquire English within the context of Mathematics. The framework for supporting English language learners (ELLs) in this curriculum includes four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit. The four design principles are:

- Support Sense-Making
- Optimize Output
- Cultivate Conversation
- Maximize Meta-Awareness

These four principles are guides for curriculum development, as well as for planning and execution of instruction, including the structure and organization of interactive opportunities for students. They also serve as guides for and observation, analysis, and reflection on student language and learning. The design principles motivate the use of mathematical language routines. The eight routines included in this curriculum are:

- **MLR 1: Stronger and Clearer Each Time**
- **MLR 2: Collect and Display**
- **MLR 3: Clarify, Critique, Correct**
- **MLR 4: Information Gap**
- **MLR 5: Co-Craft Questions**
- **MLR 6: Three Reads**

- MLR 7: Compare and Connect
- MLR 8: Discussion Supports
Each lesson/task will employ one of these instructional strategies

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Project Resource Teacher				3637-09800-00-1907-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : F36374T	Support professional learning on the math language routines
	Classroom Teacher Hrly				3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637P9	Hourly pay to participate in Professional learning, lesson study and coaching cycles
	Prof&Curriclm Dev Vist Tchr				3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637DL	Release time to participate in professional learning, PLC, coaching cycles.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Long term English Learners

***Strategy/Activity - Description**

Lincoln will be implementing the new ALD courses that are sponsored by the District.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637P9	Hourly pay for professional learning and participation in lesson study
	Prof&Curriclm Dev Vist Tchr				3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637DL	Release time for teachers to participate in professional learning
	Supplies				3637-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N3637N9	Instructional supplies

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

Long Term English Learners.

*Strategy/Activity - Description
Administration will conduct focused walk throughs of the LTEL student population at Lincoln. In conjunction with the Office of Language Acquisition, Lincoln administration will develop a walk through tool that identifies levels of student engagement and student behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action plan to improve the language acquisition of the students and thereby improve their understanding of the core content standards. Administration will also "shadow" one student each term. This will allow them the opportunity to "walk in the shoes" of our Long Term English Learners. Administration will share observations in a fish bowl with staff at a staff meeting.
***Additional Supports for this Strategy/Activity**
Support from the Office of Language Acquisition. EL Shadow protocol.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Given the COVID-19 Pandemic and the suspension of CAASPP testing, LHS was unable to determine if progress was made towards this goal. The goals established in 2019 will be carried over for the 2020-2021 school year. Last year, we worked with LHS Education Specialists to increase student access to the general education environment.

***Major Differences**

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

Increased efforts have been made to ensure students with disabilities are taught in the least restrictive environment. This year, we have increased the percentage of students accessing general education with support from Educational Specialists and paraprofessionals.

***Changes**

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

The goals established in 2019 will be carried over for the 2020-2021 school year. In 2019-2020, Lincoln's ELA and Mathematics Detents has focused on the implementation of standards-based curriculum and district's Guaranteed and Viable Curriculum. PLC's will work collaboratively to improve first best instruction, formative assessments and mastery based grading.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Meet or Exceed SBAC ELA	11.1%	13.1%	Other (Describe in Objective)	annual
June 2021	11	Meet or Exceed SBAC Math	0%	2%	Other (Describe in Objective)	annual

***Identified Need**

Students with disabilities have a low graduation rate of 67.3%. This is compared to the overall graduation rate of 84.1%. Students with disabilities who are striving towards earning a high school diploma must have access to the general education environment. SWD must have the adequate support needed through special education services, feedback on performance and close monitoring of progress. Measuring progress through the use of standardized assessments allows us to see how many of our SWD are achieving grade level standards.

***Online Learning Implications**

Implementation of IEP Services in Online Learning Setting
Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9 - 12	Students with Disabilities	To meet established IEP goals	67.3	77	Progress Reports on IEP Goals	annual
June 2021	9-12	Students with Disabilities	Lower first time suspension rate	2.2	0	Other (Describe in Objective)	annual
June 2021	9-12	Students with Disabilities	Improve Attendance Rate	90	98	Other (Describe in Objective)	annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students with disabilities

***Strategy/Activity - Description**

Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. General and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. PLCs will include ongoing monitoring of progress and adjusting support for students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				3637-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F36374R	Graduation planning for SWD
	Other Support Prsnl PARAS Hrly				3637-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : N3637G0	Supplemental para support for SWD
	Prof&Curriclm Dev Vist Tchr				3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637DL	Release time for Ed Specialists to participate in professional learning

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Students with Disabilities.

***Strategy/Activity - Description**

Ed Specialists will participate in lesson studies with both the English and Math teachers throughout the year. Ed Specialists will also participate in PLCs to debrief the lesson study and offer concrete differentiated support plans for students with disabilities. Ed Specialists will participate in PLCs to support closing the achievement gap for students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				3637-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637P9	Participation in professional learning and tutoring support for students
	Prof&Curriclm Dev Vist Tchr				3637-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N3637DL	Release time for teachers to participate in professional learning

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

Students with Disabilities

***Strategy/Activity - Description**

Administration will meet with Educational Specialists every 12 weeks to review students' progress to their stated IEP goals. Ed Specialists will notify parents of student progress to goals every 12 weeks or sooner.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9	Black Youth	Complete Freshman Year On-track (16 credits, 2.0 GPA)	36/94 (38%)	50%	Grades	Monitored each grading period
June 2021	9 - 12	Black Youth	Decrease suspensions	2.7	0	Suspensions (Classroom and School)	Monitored quarterly with Site Equity Team
June 2021	9 - 12	Black Youth	Develop a Site Equity Team that meets quarterly throughout the school year to monitor lexile levels, attendance, suspensions and grades with a focus on Black Youth	0	100	Grades	Quarterly

June 2021	9 - 12	Black Youth	Establish a Black Student Union	0	100	Grades	Monthly
June 2021	12	Black Youth	Increase graduation rate	82.8	90	Grades	Each grading period

***Goal 6 Supporting Black Youth - Additional Goals**

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

African American graduation rate for the class of 2020 was 82.8%. This was lower than the overall graduation rate of 84.1%. The percent of African American students meeting or exceeding ELA standards in 2019 was 6.5%. This was significantly lower than the overall proficiency rate of 35.5%. The percent of African American students meeting or exceeding mathematics standards in 2019 was 2.9%. This was lower than the overall proficiency rate of 8.9%.

***Online Learning Implications**

Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

African American students in the class of 2024.

***Strategy/Activity - Description**

Students will be monitored by the 9th grade success team to ensure students are on track to earn 16 credits and 2.0 by the end of their freshman year.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Class of 2021 African American students.

***Strategy/Activity - Description**

Counselors will review senior transcripts to determine if students will graduate on time. Counselors will meet with each senior and their parent or guardian to review graduation plan, discuss opportunities for intervention and course make up and college and career options. Counselors will monitor senior credit data closely at each quarter and meet with seniors who are demonstrating the need for additional supports.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637P4	Counselor Hrly		$20,000.00	$24,458.00	3637-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Scheduling 5th period, master schedule development, evening presentations and meeting with parents

Strategy/Activity 3

***Students to be served by this Strategy/Activity**

All Black Youth

***Strategy/Activity - Description**

Educators will participate in on going professional learning focused on anti-racist, anti-bias, culturally sustaining practices. LHS will collaborate with experts from the Youth Advocacy Department to develop professional learning opportunities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637P1	Consultants <=$25K		$24,713.70	$24,713.70	3637-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Consult with experts and researchers on best practice to support culturally sustaining practices and anti-oppressive pedagogy
N3637P7	Conference Local		$20,000.00	$20,000.00	3637-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Educators attend local conferences to develop skills and knowledge on the topic of anti-racist and anti-bias pedagogy
	Project Resource Teacher				3637-30106-00-1907-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F36374Q	support in development of professional learning plan related to tier 1 instruction

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Lincoln staff is committed to making contact with all families in a variety of ways. Weekly, the principal sends a family newsletter keeping families abreast of current events, important dates, information about programs and opportunities and strategies for student success. Last year we offered Parent Education classes in partnership with Parent Institute of Quality Education. We established a family and community welcome center to improve the customer service experience for our families and staffed the welcome center with a bilingual community assistant and school clerk. Counselors worked closely with families and engaged in them in conversations about graduation plans.

***Major Differences**

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

In March of 2020 the school closed to the COVID-19 Pandemic. This year we aim to provide more meaningful opportunities for families to engage in school based decisions and celebrating student work. This year we will launch student led conference with 9th graders. Our counseling team will also schedule graduation plan meeting with students and families to strengthen the home school connection.

***Changes**

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

Due to the COVID-19 Pandemic we were unable to collect parent perceptual data through the CA Healthy Kids Survey. This year, we will administer both the CA Healthy Kids Survey and Youth Truth survey to all families. We will continue to offer parent classes in collaboration with PIQE and engage families by inviting them to student led conferences and exhibitions of learning.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Establish and maintain a fully functioning ELAC	0%	100%	Other - Describe in objective
June 2021	Other (Describe in Objective)	Improve parent communication with regards to important decisions about the school	62%	70%	CAL - SCHLS (CSPS)

***Identified Need**

Within the CAL- SCHLS (CSPS) it was identified that parents did not feel engaged, or informed, about important issues and decisions regarding the school. Lincoln was able to establish an ELAC last year, but participation was minimal. Administration will work with families to increase participation to ensure the voice of the EL student and family is heard with regards to the development of this plan and the direction and monitoring of EL students.

***Online Learning Implications**

A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent participation in Parent University (PIQE)	33 Parents	60 Parents	Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All Families

***Strategy/Activity - Description**

Lincoln will establish a family support hotline to help students and parents/guardian get timely support with Online Learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N363764	Postage Expense		$2,000.00	$2,000.00	3637-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage to make contact with families.
N3637LA	Other Support Prsnl OTBS Hrly		$1,300.00	$1,726.27	3637-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	[no data]		After hours support

Strategy/Activity 2

***Families to be served by this Strategy/Activity**

EL Families

***Strategy/Activity - Description**

Lincoln will continue to having a fully functioning ELAC and work to recruit more families to participate.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N3637PI	Inservice supplies		$6,172.00	$6,172.00	3637-30106-00-4304-2495-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Light refreshments for onsite ELAC meetings

Strategy/Activity 3

***Families to be served by this Strategy/Activity**

All freshman families

***Strategy/Activity - Description**

Freshman will complete a portfolio of artifacts that demonstrate their learning and growth over the course of the year. Students will present their portfolio to their family.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F36374V	School Clerk I	0.12500	$4,581.88	$8,433.92	3637-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Parent contact to help schedule appointments
N3637P5	Other Support Prsnl OTBS Hrly		$20,000.00	$26,558.00	3637-30106-00-2282-2490-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support with parent contact and scheduling

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, LHS improved graduation rates by 4.2%. Although this is an improvement, our graduation rates continue to be lower than the district rate. English learners' graduation rate was 74.5% and students with disabilities was at 67.3%. These indicators are a result of many factors. Lincoln staff needs to be aware of the trends and develop monitoring plans for graduation rate and graduates meeting UC a-g requirements 69.3%.

***Major Differences**

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

Credit recovery opportunities increased through the offering of 5th period. Counselors increased the monitoring of seniors. Resources were targeted to support students on track for college admission. More resources need to be directed to supporting, mentoring and monitoring students at risk of not graduating high school. LHS has been awarded a grant to support On Track success starting in the 9th grade.

***Changes**

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

Lincoln will work to increase the number of courses offered that meet UC a-g requirements in order to improve student access to a more broad and challenging curriculum. The roll out of these plans will be seen more in the AMO's.

*Goal 8- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	12	Meet or Exceed	69.3%	73.3%	% UC A-G on task	annual
June 2021	12	Meet or Exceed	84.1%	88.1%	Graduation/Promotion	annual

***Identified Need**

English learners' graduation rate was 74.5% and students with disabilities was at 67.3%. These indicators are a result of many factors. Lincoln needs to be aware of the trends and develop monitoring plans for graduation rate and graduates meeting UC a-g requirements 69.3%. Counselors need to review credits for each student and place students in appropriate courses which will be evidenced by the site master schedule and individual student schedules. Progress and grade reports available for families to review via PowerSchool.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	12	English Learner	Increase graduation rate	74	78	Graduation/Promotion	annual
June 2021	12	Students with Disabilities	Increase graduation rate	67.3	71.3	Graduation/Promotion	annual
June 2021	12	Black or African American	Increase graduation rate	82.8	86.8	Graduation/Promotion	annual
June 2021	12	English Learner	Meeting UC a-g requirements	56.6	60.6	% UC A-G on task	annual
June 2021	12	Black or African American	Meeting UC a-g requirements	75	79	% UC A-G on task	annual
June 2021	12	Students with Disabilities	Meeting UC a-g requirements	66	70	% UC A-G on task	annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students

*Strategy/Activity - Description
College Success presentation, college field trips, transcript reviews, meetings with counselors and families about progress, credit recovery options (during day, 5th period, and online). Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Counselors will be the coordinators for these activities.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The SPSA outlines the goals and priorities for the 20-21 school year. The leadership team will work collaboratively with stakeholder groups to develop systems that ensure strategies called out in the SPSA will be integrated in our site professional learning plan and data monitoring structure. Mark data will be reviewed at each grading period, behavior data and attendance data will be monitored weekly and classroom assessment data will be reviewed at each assessment cycle. Teams will work together to analyze and respond to student data.
Teachers are expected to follow the district's attendance taking procedure.
https://docs.google.com/document/d/1pOkgLO1HptB28yOT4wqsdRKiHfAusoB0WklfLponHuw/edit?ts=5f445d52
Attendance teams meet weekly to review attendance data.
Laptops have been distributed to each student who requested a device to use at home during school closures. All families have been routed to our district's Family Support line to participate in the Cox Communications Connect to Compete program or was provided a hotspot.
In reviewing the current data and root cause analysis, the following areas will be implemented school-wide at Lincoln High School:
- 1st Time Quality Instruction
    - There needs to be a calibrated understanding school wide and commitment to implementing 1st time quality instruction with fidelity

Use of data to inform instruction and use of instructional strategies to improve student learning daily
Common Assessments, and Lesson Design need to be aligned to Critical Concepts and California State Standards
Instructional Rounds
Lesson Study
Coaching Cycles
The transformational leadership practices necessary to actualize this plan include:
- School wide professional development and discussion focused around grading practices
- Teacher teams use of common assessment data and other formative data to create lessons designed to meet students' needs.
- Classroom observations focused on student experiences and student learning as related to standards-based learning, relevant and engaging lessons.
- Monitoring student progress specific to English Learners and Students with Disabilities.

Leadership Considerations:

- Focus on the work of Teacher Teams
    - Teachers engage in professional learning to students no yet demonstrating progress
    - Teachers intervene early and strategically
    - Teacher teams work together to gather/analyze student data, co-plan lessons/tasks in response to data, co-teach, and reflect on their impact

Focus on School wide professional development and discussion focused around grading practices, common assessments, quality 1st time instruction
Intentional focus on English Learners and Students with disabilities
Consistently provide feedback on classroom practices and student learning through multiple strategies
ILT Retreats
Breakthrough Coaching
Communicate effectively and positively with community about the work occurring at Lincoln

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Lincoln High

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 420,292
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 831,896

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$200,735.37

Subtotal of additional federal funds included for this school (30106): $200,735.37

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$210,867.83

Subtotal of state or local funds included for this school (09800): $ 210,867.83

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $831,896

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Lincoln High School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

With approval from the local governing board, ***Lincoln High School*** has developed a written Title I parent and family engagement policy with input from parents and family members of participating children.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Lincoln High School distributed the policy and made it available to parents in the following ways:

- Policy distributed to parents at Lincoln's Back to School Night/Annual Title I Parent Information meeting.
- Policy posted on Lincoln High School's website under the Parent tab.
- Policy emailed to parents using our district's school messenger system.
- Policy made available to parents in the main office and in Lincoln's Welcome Center.

To involve parents in the Title I, Part A programs, the following practices have been established:

During Lincolns's evening Back to School Night, parents are invited and encouraged to attend the annual Title I Parent Meeting. Parents are invited via school messenger and a flyer is given to students to take home. A PowerPoint is prepared for Title I Parent meeting to provide parents with information about the Title I program at Lincoln High School and the Parent and Family Engagement Policy is distributed and feedback requested.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

During Lincolns's evening Back to School Night, parents are invited and encouraged to attend the annual Title I Parent Meeting. Parents are invited via school messenger and a flyer is given to students to take home. A PowerPoint is prepared for Title I Parent meeting to provide parents with information about the Title I program at Lincoln High School and the Parent and Family Engagement Policy is distributed and feedback requested.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

On a monthly basis, School Site Council (SSC) meetings in the afternoon; School Site Governance (SGT) meetings in the afternoon; and Grade Level parent nights in the evenings. Parents of 9th-12th graders will be invited to attend the Parent Institute for Quality Education (PIQE) trainings. These trainings are offered to parents in the mornings and evenings...in both Spanish and English.

When requested or needed, Lincoln uses Title I funds to pay for child care while parents attend meetings.

When requested or needed, Lincoln will provide translation to our Spanish speaking families.

Light refreshments will be served to parents.

Lincoln's Community Liaison will hold various parent trainings in the mornings and evenings.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

All parents are invited to attend monthly SSC meetings where decisions regarding Title I funding are made.

Parents are also invited to provide feedback and input during Lincoln's Annual Title I Parent Meeting.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

Lincoln's plans for using Title I funding is discussed during Back to School Night's Annual Title I Parent Meeting. This meeting is held during the first five weeks of the school year.

Parents are also able to hear about Lincoln's Title I program by attending monthly SSC meetings. SSC meetings take place in room 601 from 5:30-6:30 or via Zoom Meeting ID 981 6385 1436on the fourth Wednesday of each month.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Lincoln teachers use research-based curriculum and instructional strategies to meet the CA State Standards.

Teachers use various assessments such as quizzes, tests, and common assessments to determine if students have achieved the CA State Standards.

Information about Lincoln's curriculum and assessments are shared by teachers during Back to School Night.

Teachers maintain on-going communication about curriculum and assessments through their teacher websites, Google Classrooms, and PowerSchool Gradebooks. Parents can access additional information about their child's curriculum by also directly contacting the teachers, counselors, or administrative team.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Lincoln parents have many opportunities to participate and attend regular meeting to formulate suggestions and participate in the decision-making opportunities related to their children's education.

○Parent/teacher/student/counselor/admin conferences
○ Grade Level Parent Night meetings
○ Student Study Team (SST) meetings
○Special Education IEP meetings
○ ELAC meetings
○ School Site Council meetings
○ Lincoln Cluster meetings
○ PIQE meetings
○ Various parent workshops and trainings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Lincoln will address parents' concern by doing the following:
○ Gather and immediately address unsatisfactory parent comments on the plan and maintain them in our records and share them with our district.
○ Parents unsatisfactory comments/feedback will also be shared with our School Site Council.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Lincoln High works to ensure that parents understand important topics related to their child's education and how to monitor their child's progress in various ways:
- Title I Annual Parent Meeting
- Back to School Night
- Grade Level Parent Night meetings
- Individual Parent Conferences with counselors/teachers
- School Messengers emailed to parents
- Parent Institute for Quality Education (PIQE)
- School Site Council meetings
- Site Governance meetings
- Special Education meetings
- PowerSchool's Parent Portal

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Lincoln's parent and community liaison holds monthly parent trainings on various topics
- Parent Institute for Quality Education (PIQE) meetings
- English Language Advisory Committee (ELAC) meetings
- School Site Council meetings
- Grade Level Parent Night meetings
- Special Education meetings
- Individual Parent Conferences with counselors/teachers
- Teachers communicate and share resources and materials with parents to help support their child.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Teachers are constantly encouraged to communicate with the parents/guardians of our students via phone calls, emails, letters home, in-person meetings, and through Parent Portal. Teachers are required to use PowerSchool Gradebook so that parents can access their child's grades on Parent Portal. Teachers are encouraged to regularly update their Gradebook so that parents have up to date information about their child's grades.

Teachers receive research-based articles on the importance of building positive relationships with the parents of their students.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Lincoln offers many parent involvement opportunities and activities:
○ At the beginning of each school year, parents are given a handout that lists various ways Lincoln parents can get involved at our school.
○ Parents are encouraged to join Lincoln's SSC, ELAC, and SGT
○ Parents are encouraged to attend PIQE training and various parent workshops offered each school year.
○ Parent are invited to observe their child in his/her classrooms

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Lincoln ensures that parents receive pertinent information in their home language:
○ School messengers are sent out in the family's home language (both oral and written)
○ Several important written documents are translated in the family's home language.
○ Information about various events are posted on Lincoln High's website.
○ Lincoln's parent and community liaison sends out information about meetings and parent events via School Messenger. And at times, she makes personal phone calls inviting parents to various school events.

- Use of Remind App.
- Weekly Newsletters

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

All parents are welcome at Lincoln and encouraged to participate in the various opportunities provided to parents.
Lincoln will provide interpreters for meetings and trainings at the parents' request.

Lincoln will translate school flyers an information when it's needed.
All required school reports and district/state reports are provided to parents, and when available, provided in parents' home language.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Lincoln has an open-door policy and welcomes all parent feedback. Parents are able to reach out to the principal, vice principal, counselors, or teachers.

As requested by parents, Lincoln will provide additional support to ensure that all parents feel supported at Lincoln High School.

This policy was adopted by Lincoln High School's SSC on September 23, 2020 and will be in effect for the period of the 2020 - 2021 school year.

Lincoln High School will distribute the policy to all parents of students participating in the Title I, Part A program on, or before Tuesday, October 6, 2020 (Back to School Night).

Stephanie Brown, Principal

September 18, 2020

APPENDIX C

SCHOOL PARENT COMPACT

LINCOLN HIGH SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Lincoln High School distributes to parents and family members of Title I, Part A students, a School-Parent Compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

Required School Parent Compact provisions

The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).

Lincoln High School will…

- Provide daily standards-based instruction based on students' needs.
- Provide special programs to meet individual needs (GATE, English Learner, Special Education, Speech/Language, and Response to Intervention, etc.).
- Provide extra supports to struggling students such as tutoring, counseling groups; and after-school programs.
- Provide ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
- Provide regular and ongoing reviews of student academic data to monitor student progress.
- Provide teachers time to participate in grade level/content level teacher meetings to discuss and evaluate the effectiveness of instruction and to plan collaboratively.
- Provide effective high level curriculum and supportive classroom materials.

The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Lincoln High School will…

- Ensure that each teacher provides students with a copy (hard or electronic) of their course syllabus, office hours, or contact times.
- Encourage teachers to communicate with parents via email, phone calls, in-person visits, school messenger, and through Powerschool Parent Portal.
- Hold informal parent conferences as needed when requested by teacher or parent.

Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).

Lincoln High School will…

- Provide progress reports to students/parents at end of each grading period.
- Provide semester report cards to monitor academic progress toward graduation.
- Provide daily/weekly behavior contract reports as needed or requested by parents.
- Schedule Individual Education Plan (IEP), 504, or Student Study Team (SST) meetings when appropriate or requested by parent or teacher.
- Provide parents with parent portal access to Powerschool to help parents monitor their child's progress in their classes.

Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

Lincoln High School will…

- Encourage parents to volunteer at Lincoln in various capacities.
- Encourage parents to visit their child's classrooms to observe classroom instruction and their child's learning. However, we ask that parents provide 24-hour notice to the teacher and administrative team.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Lincoln High works to ensure that parents understand important topics related to their child's education and how to monitor their child's progress in various ways:

- Title I Annual Parent Meeting

- Back to School Night

- Grade Level Parent Night meetings

- Individual Parent Conferences with counselors/teachers

- School Messengers emailed to parents
- Parent Institute for Quality Education (PIQE)
- School Site Council meetings
- Site Governance meetings
- Special Education meetings
- PowerSchool's Parent Portal

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Lincoln's parent and community liaison holds monthly parent trainings on various topics
- Parent Institute for Quality Education (PIQE) meetings
- English Language Advisory Committee (ELAC) meetings
- School Site Council meetings
- Grade Level Parent Night meetings
- Special Education meetings
- Individual Parent Conferences with counselors/teachers
- Teachers communicate and share resources and materials with parents to help support their child.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Teachers are constantly encouraged to communicate with the parents/guardians of our students via phone calls, emails, letters home, in-person meetings, and through Parent Portal. Teachers are required to use PowerSchool Gradebook so that parents can access their child's grades on Parent Portal. Teachers are encouraged to regularly update their Gradebook so that parents have up to date information about their child's grades.
- Teachers receive research-based articles on the importance of building positive relationships with the parents of their students.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Lincoln offers many parent involvement opportunities and activities:

  - At the beginning of each school year, parents are given a handout that lists various waysLincoln parents can get involved at our school.

  - Parents are encouraged to join Lincoln's SSC, ELAC, and SGT

  - Parents are encouraged to attend PIQE training and various parent workshops offered each school year.

  - Parent are invited to observe their child in his/her classrooms

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Lincoln ensures that parents receive pertinent information in their home language:

  - School messengers are sent out in the family's home language (both oral and written)

  - Several important written documents are translated in the family's home language.

  - Information about various events are posted on Lincoln High's website.

  - Lincoln's parent and community liaison sends out information about meetings and parent events via School Messenger. And at times, she makes personal phone calls inviting parents to various school events.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Lincoln has an open-door policy and welcomes all parent feedback. Parents are able to reach out to the principal, vice principal, counselors, or teachers.

- As requested by parents, Lincoln will provide additional support to ensure that all parents feel supported at Lincoln High School.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- All parents are welcome at Lincoln and encouraged to participate in the various opportunities provided to parents.

- Lincoln will provide interpreters for meetings and trainings at the parents' request.

- Lincoln will translate school flyers an information when it's needed.

- All required school reports and district/state reports are provided to parents, and when available, provided in parents' home language.

This Compact was adopted by the Lincoln High School School Site Council on _____, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on October 6, 2020 (Lincoln High's Back to School Night).

Stephanie Brown

Principal, Lincoln High School

Wednesday, September 18, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

SCHOOL PERFORMANCE OVERVIEW

Lincoln High

Explore the performance of Lincoln High under California's Accountability System.

Suspension Rate

Orange

English Learner Progress

No Performance Color

Graduation Rate

Green

College/Career

Green

English Language Arts

Orange

Mathematics

Orange

School Details

NAME
Lincoln High

ADDRESS
4777 Imperial Avenue
San Diego, CA 92113-2071

WEBSITE
http://lincolnhighsd.net/...

GRADES SERVED
9-12

LINCOLN HIGH

Student Population

Explore information about this school's student population.

Enrollment

1,541

Socioeconomically Disadvantaged

87.2%

English Learners

26.1%

Foster Youth

0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

49.9 points below standard

Increased 68 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	3	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Orange

129.8 points below standard

Increased 7.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

2	3	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

31.4% making progress towards English language proficiency

Number of EL Students: 255

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

38.9% prepared

Increased 7% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2
Red	Orange	Yellow
3	0	
Green	Blue	

LINCOLN HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Green

80.3% graduated

Increased 1.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1	0	2
Red	Orange	Yellow
3	0	
Green	Blue	

LINCOLN HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Orange

8.3% suspended at least once

Increased 0.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

2	1	4	2	0
Red	Orange	Yellow	Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

49.9 points below standard

Increased 68 Points ▲

Number of Students: 180

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

100.4 points below standard

Increased 56.2 Points ▲

Number of Students: 25

Asian

No Performance Color

17.1 points above standard

Increased 56.2 Points ▲

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

35.7 points below standard

Increased 92.9 Points ▲

Number of Students: 27

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

102.4 points below standard

Declined 102.6 Points ▼

Number of Students: 24

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners

Orange

101.6 points below standard

Increased 42 Points ▲

Number of Students: 66

Hispanic

Orange

46.6 points below standard

Increased 72.2 Points ▲

Number of Students: 124

Socioeconomically Disadvantaged

Orange

50.7 points below standard

Increased 68.4 Points ▲

Number of Students: 165

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	68.9 points below standard	117.9 points below standard	49.9 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
160.4 points below standard	54.3 points below standard	58.7 points below standard
Declined 11.6 Points ▼	Increased 81.9 Points ▲	Increased 60.3 Points ▲
Number of Students: 29	Number of Students: 37	Number of Students: 53

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

129.8 points below standard

Increased 7.2 Points ▲

Number of Students: 221

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

African American

English Learners

Orange

Hispanic

Homeless

Socioeconomically Disadvantaged

Yellow

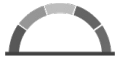
No Students

Green

No Students

Blue

No Students



No Performance Color

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

Students with Disabilities

White

Asian

No Performance Color

51.9 points below standard

Increased 25.3 Points ▲

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

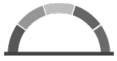
Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

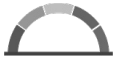


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



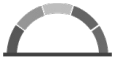
No Performance Color

185.4 points below standard

Declined 154.6 Points ▼

Number of Students: 28

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American

Red

164.4 points below standard

Declined 21 Points ▼

Number of Students: 34

English Learners

Red

156.1 points below standard

Maintained -1.6 Points

Number of Students: 81

Hispanic

Orange

129.4 points below standard

Increased 12 Points ▲

Number of Students: 151

Homeless

Orange

128.9 points below standard

Increased 4.4 Points ▲

Number of Students: 41

Socioeconomically Disadvantaged

Orange

130.1 points below standard

Increased 10.5 Points ▲

Number of Students: 198

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
189 points below standard	120 points below standard	134 points below standard
Declined 30.6 Points ▼	Increased 28.2 Points ▲	Increased 6.9 Points ▲
Number of Students: 42	Number of Students: 39	Number of Students: 65

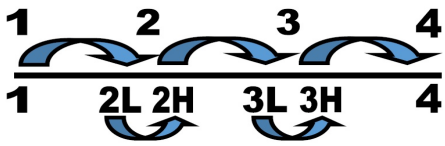
English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels



ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

31.4% making progress towards English language proficiency

Number of EL Students: 255

Performance Level

Very Low

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students

Green

38.9% prepared

Increased 7% ▲

Number of Students: 350

Student Group Details

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

English Learners

Yellow

Homeless

Students with Disabilities

Green

African American

Hispanic

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

Asian

No Performance Color

66.7% prepared

Increased 9.5% ▲

Number of Students: 15

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners

Orange

24.6% prepared

Maintained 1.8%

Number of Students: 138

Homeless

Yellow

34.6% prepared

Increased 11.8% ▲

Number of Students: 78

Students with Disabilities

Yellow

12.5% prepared

Increased 3.7% ▲

Number of Students: 56

African American

Green

43.2% prepared

Increased 19.9% ▲

Number of Students: 74

Hispanic

Green

36.6% prepared

Increased 3.8% ▲

Number of Students: 232

Socioeconomically Disadvantaged

Green

38.8% prepared

Increased 7.2% ▲

Number of Students: 338

Academic Engagement

View data about academic participation.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students

Green

80.3% graduated

Increased 1.3% ▲

Number of Students: 356

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

Students with Disabilities

Orange

No Students

Yellow

English Learners

Hispanic

Green

African American

Homeless

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

Asian

No Performance Color

86.7% graduated

Increased 8.1% ▲

Number of Students: 15

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities

Red

37.9% graduated

Declined 15.4% ▼

Number of Students: 58

English Learners

Yellow

71.5% graduated

Increased 4.6% ▲

Number of Students: 144

Hispanic

Yellow

78.2% graduated

Increased 1.4% ▲

Number of Students: 238

African American

Green

89.2% graduated

Increased 2.5% ▲

Number of Students: 74

Homeless

Green

82.3% graduated

Increased 3% ▲

Number of Students: 79

Socioeconomically Disadvantaged

Green

80.5% graduated

Increased 1.1% ▲

Number of Students: 344

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Orange

8.3% suspended at least once

Increased 0.3% ▲

Number of Students: 1,728

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

African American

Two or More Races

Orange

Hispanic

Yellow

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

White

Green

Asian

English Learners

Blue

No Students

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

0% suspended at least once

Declined 4% ▼

Number of Students: 23

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander

No Performance Color

6.7% suspended at least once

Increased 6.7% ▲

Number of Students: 15

African American

Red

17.5% suspended at least once

Increased 1% ▲

Number of Students: 338

Two or More Races

Red

14.8% suspended at least once

Increased 5% ▲

Number of Students: 54

Hispanic

Orange

6.1% suspended at least once

Maintained 0%

Number of Students: 1,193

Homeless

Yellow

8.6% suspended at least once

Declined 1.7% ▼

Number of Students: 291

Socioeconomically Disadvantaged

Yellow

8.2% suspended at least once

Declined 0.3% ▼

Number of Students: 1,509

Students with Disabilities

Yellow

10.2% suspended at least once

Declined 2.6% ▼

Number of Students: 274

White

Yellow

2.1% suspended at least once

Maintained -0.2%

Number of Students: 48

Asian

Green

3.6% suspended at least once

Declined 1.9% ▼

Number of Students: 56

English Learners

Green

5.5% suspended at least once

Declined 1.4% ▼

Number of Students: 472

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lincoln
Grade 11

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	213	29.1	220	37.3	245	26.9	206	11.7	195	35.9	6.8	24.2	233	13.7	228	12.7	245	11.0	275	6.5	236	8.9	-4.8	2.4
Female	113	31.9	111	45.9	111	31.5	89	15.7	96	43.8	11.9	28.1	117	14.5	116	13.8	112	8.9	130	3.8	118	9.3	-5.2	5.5
Male	100	26.0	109	28.4	134	23.1	117	8.5	99	28.3	2.3	19.8	116	12.9	112	11.6	133	12.8	145	9.0	118	8.5	-4.4	-0.5
African American	39	33.3	56	32.1	29	10.3	35	5.7	32	9.4	-23.9	3.7	44	11.4	55	7.3	29	6.9	55	0.0	39	2.6	-8.8	2.6
Asian**	1	-	0	-	4	-	2	-	11	63.6	-	-	1	-	0	-	4	-	2	-	12	41.7	-	-
Filipino	1	-	5	-	6	-	6	-	5	-	-	-	2	-	5	-	8	-	6	-	5	-	-	-
Hispanic	149	26.2	143	35.7	178	28.1	141	11.3	131	40.5	14.3	29.2	163	11.7	152	12.5	174	8.6	181	6.1	159	8.2	-3.5	2.1
Indochinese**	14	35.7	9	-	7	-	11	36.4	-	-	-	-	13	30.8	9	-	7	-	12	25.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	3	-	4	-	2	-	2	-	-	-	3	-	3	-	4	-	2	-	2	-	-	-
White	1	-	1	-	5	-	3	-	6	-	-	-	2	-	1	-	6	-	7	-	7	-	-	-
Multiracial	5	-	3	-	12	33.3	6	-	8	-	-	-	5	-	3	-	13	15.4	10	0.0	12	0.0	-	0.0
English Learner	42	2.4	36	0.0	60	3.3	48	0.0	31	0.0	-2.4	0.0	46	2.2	46	0.0	63	0.0	60	0.0	48	0.0	-2.2	0.0
English-Speaking	171	35.7	184	44.6	185	34.6	158	15.2	164	42.7	7.0	27.5	187	16.6	182	15.9	182	14.8	215	8.4	188	11.2	-5.4	2.8
Reclassified†	92	32.6	89	52.8	100	37.0	102	15.7	101	52.5	19.9	36.8	102	16.7	88	18.2	96	12.5	122	11.5	115	12.2	-4.5	0.7
Initially Eng. Speaking	79	39.2	95	36.8	85	31.8	56	14.3	63	27.0	-12.2	12.7	85	16.5	94	13.8	86	17.4	93	4.3	73	9.6	-6.9	5.3
Econ. Disadv.*	213	29.1	195	35.4	209	26.8	176	10.8	169	36.1	7.0	25.3	233	13.7	202	12.4	209	11.5	233	5.2	203	8.4	-5.3	3.2
Non-Econ. Disadv.	0	-	25	52.0	36	27.8	30	16.7	26	34.6	-	17.9	0	-	26	15.4	36	8.3	42	14.3	33	12.1	-	-2.2
Gifted	43	55.8	23	60.9	37	48.6	33	24.2	45	57.8	2.0	33.6	44	34.1	23	43.5	39	28.2	46	13.0	42	19.0	-15.1	6.0
Not Gifted	170	22.4	197	34.5	208	23.1	173	9.2	150	29.3	6.9	20.1	189	9.0	205	9.3	206	7.8	229	5.2	194	6.7	-2.3	1.5
With Disabilities	23	13.0	32	3.1	32	6.3	0	-	26	11.5	-1.5	-	28	3.6	32	0.0	30	6.7	0	-	27	0.0	-3.6	-
WO Disabilities	190	31.1	188	43.1	213	30.0	206	11.7	169	39.6	8.5	27.9	205	15.1	196	14.8	215	11.6	275	6.5	209	10.0	-5.1	3.5
Homeless	19	15.8	21	38.1	21	14.3	19	5.3	27	48.1	32.3	42.8	20	5.0	22	4.5	21	4.8	29	6.9	46	6.5	1.5	-0.4
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	6	-	6	-	3	-	4	-	-	-	3	-	6	-	6	-	4	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

Lincoln High School Evaluation for Title I Funded Programs

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
Area Goal 1: ELA	The Instructional Leadership Team will meet twice a month to discuss data (ex. Common assessments and student performance on common tasks) PLCs will meet regularly (weekly) to discuss and monitor students' learning Teachers will meet by grade level/department to analyze end of unit assessments at least 10 times per year. Analysis will inform subsequent instruction. Common Assessments will be co-developed. Focus walks to gauge the level of implementation of instructional practices	The ELA goal for the 2018-2019 school year was for 34.1% of the 11th graders to demonstrate proficiency on state standards as measured by the SBAC. The performance from 2017 was 29.1%. Although the goal was not met, it is clear from the preliminary data there was potential for the goal to be exceeded if all student participated in completing the	The ELA department was not utilizing the SBAC Interim Assessment embedded in the CAASP portal last year. Lincoln currently uses the CollegeBoard SpringBoard Curriculum. Based on preliminary results 35.9% met or exceed the standard, but final scores showed 28% met or exceeded standards. There was no evidence of staff meeting to discuss students' progress	At this time Lincoln High School has undergone a major leadership transition. New leadership will work with the ELA department to focus on high quality Tier I instruction, common assessment and use of benchmark assessment to monitor growth. In line with SMART goal development the new goal will be attainable within a reasonable time and with focused resources spent on evidence-based strategies. The English Department will refocus their common assessments and tasks and will meet monthly to discuss results on

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
	Learning Walks will provide opportunities for teachers to observe classes. After school Tutoring Parallel A/B Intervention courses for 9th and 10th grade students.	performance task.	towards established state standards. There was no effective monitoring tool to show the impact of the following strategies: Parallel courses, after school tutoring, Learning Walks, and Focus Walks.	these common task/assessments. Re mediation plans will be developed and implemented to support at-risk students. The MTSS Coordinator will assist the department in monitoring and analyzing the data. The counselor will monitor grades and track achievement to support UC a-g and district graduation requirements.
Area Goal 2: Math	The Instructional Leadership Team will meet twice a month to discuss data (ex. Common assessments and student performance on common tasks) PLCs will meet regularly (weekly) to discuss and monitor students' learning Teachers will meet by grade level/department to analyze end	Building common assessments and working within our PLCs seemed to have minimal impact.	Math instructors were frustrated by the district adopted curriculum and began to implement their own supportive curriculum. This created an uneven approach and hampered a	At this time Lincoln High School has undergone a major leadership transition. New leadership will work with the ELA department to focus on high quality Tier I instruction, common assessment and use of benchmark assessment to monitor growth.

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
	of unit assessments at least 10 times per year. Analysis will inform subsequent instruction. Common Assessments will be co-developed. Focus walks to gauge the level of implementation of instructional practices Learning Walks will provide opportunities for teachers to observe classes. After school Tutoring Parallel A/B Intervention courses for 9th and 10th grade students.		focused approach to math instruction. There was no effective monitoring tool to show the impact of the following strategies: Parallel courses, after school tutoring, Learning Walks, and Focus Walks. There was no evidence of staff meeting to discuss students' progress towards established state standards	The math department will refine current common assessments and begin to look at common instructional lessons. With these anchoring the curriculum and focused on student standards, the teachers will be able to have focused interventions and supports for students. The Interim Assessments from SBAC will provide an opportunity to show growth when compared to other students in the district and state. Administration and Resource Teachers will monitor this

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
				development and support staff. The introduction of the Enhanced IM1 course will introduce new engaging curriculum routines.
Area Goal 3: English Learners	The Instructional Leadership Team will meet twice a month to discuss data (ex. Common assessments and student performance on common tasks) PLCs will meet regularly (weekly) to discuss and monitor students' learning Teachers will meet by grade level/department to analyze end of unit assessments at least 10 times per year. Analysis will inform subsequent instruction. Focus walks to gauge the level of implementation of instructional practices After school Tutoring	Even though we did not meet our established goal for reclassification we did see growth in our reclassification numbers.	Analysis of district reclassification indicates that Lincoln did not meet its goal to reclassify the potential reclassification students at an 85% rate. Analysis of the previous SPSA shows a lack of a defined monitoring plan showing growth to reclassification. Department meetings around common	At this time Lincoln High School has undergone a major leadership transition. New leadership will work with the ELA department to focus on high quality Tier I instruction, common assessment and use of benchmark assessment to monitor growth. Attendance data also indicates that EL students have a high absence rate, and plans need to be developed to account for the missed learning of a

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
			assessments did not focus specifically on ELs. Therefore strategies developed may have supported at a limited level, but were not scaffolded enough for our English Learners.	student acquiring the English Language. English Learners also struggle in proficiency in Math and English, which impacts graduation rate. Therefore dedicated ELD needs to be taught in the Math Classroom to ensure academic talk is being developed. Administration, Site Resource Teachers, and the Math department will co-develop instructional routines that develop academic language in Math and other departments. Support classes will be offered for ELs
Area Goal 4: Graduation and promotion	Teachers will meet by grade level/department to analyze end of unit assessments, common assessments and SRI results 10	Lincoln was able to maintain current	Overall graduation rates at Lincoln, over the past five years, has	At this time Lincoln High School has undergone a major leadership transition.

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
	times per year (once a month during modified Wednesdays). Counselors will meet by department to analyze at risk students addressing D's and F's, attendance, social emotional, and college and career needs of students 10 times per year (once a month during modified Wednesdays).	graduation rates. There was no systemic monitoring system.	remained around 78%. This is lower than the district rate. English learners' graduation rate was 65.8% and students with disabilities was at 51%. These indicators are a result of many factors. Lincoln needs to be aware of the trends and develop monitoring plans for graduation rate and graduates meeting UC a-g requirements (62%).	New leadership will work with the ELA department to focus on high quality Tier I instruction, common assessment and use of benchmark assessment to monitor growth. College Success presentation, college field trips, transcript reviews, meetings with counselors and families about progress, credit recovery options (during day, 5th period, and online). Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Counselor will be the coordinator on these activities

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
Area Goal 5: Parent engagement and community involvement.	Principal Coffee Teacher parent contact logs Contact Log entries in PowerSchool Grade Level Assemblies/Parent Nights Mentorship Programs Increase home visits Parent Academic Liason/Parent room classes Two Awards Assemblies	Lincoln is committed to notifying 90% or more of parents and guardians about all grade reports, and was successful in meeting the goal.	Parent attendance at many after-school events still falls short our school's goals of engaging families in a variety of ways. The staff determined that simply sending information about academic progress is not meaningful parent engagement.	At this time Lincoln High School has undergone a major leadership transition. New leadership will work with the ELA department to focus on high quality Tier I instruction, common assessment and use of benchmark assessment to monitor growth. The staff believes that offering opportunities for meetings at different times of the day will increase participation, as many families shared that attending evening events is not possible due to work conflicts. In order to improve engagement the school needs to provide more opportunities for parents and guardians to give feedback

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
				regarding school decisions. The development of a Welcome Center Explore alternative methods of communication (electronic newsletter, social media, etc.) Formation of an ELAC

SPSA Evaluation of Goals

at Lincoln High School

2019-20

37-68338-0114025
CDS Code

Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	9-12	Improve overall attendance	90%	94%	92.8%	Attendance	annual	Yes	Continue with efforts and activities
June 2020	9-12	Decrease chronic absenteeism	19%	16%	23.8%	Attendance	annual	No	Improve attendance intervention system. Monitor attendance accounting

									system. Tier 2 and 3 interventions for students who are chronically absent.
June 2020	9-12	Decrease first time Suspension rate	8%	5%	2.2%	Suspension	annual	Yes	Continue with efforts and activities

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	9-12	Black or African American	Decrease first time suspension rate	16.4	8.2	2.7	Suspension	Annual	yes	Continue with efforts and activities
June 2020	9-12	Students with Disabilities	Decrease first time suspension rate	12.8	6.4	2.2	Suspension	Annual	yes	Continue with efforts and activities

Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	meet or exceed standards	35.9%	40.9%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annually	Carry over	Continue with efforts and activities

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	English Learner	Meet or exceed	0%	2%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annual	Carry over	Continue with efforts and activities

June 2020	11	Students with Disabilities	Meet or exceed	7%	9%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annual	Carry over	Continue with efforts and activities
June 2020	11	White	Meet or Exceed	18%	20%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annual	Carry over	Continue with efforts and activities
June 2020	11	Black or African American	Meet or Exceed	13%	15%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annual	Carry over	Continue with efforts and activities
June 2020	11	Hispanic or Latino	Meet or Exceed	40.5%	50%	CAASPP Testing suspended for 19-20.	CAASPP ELA	annual	Carry over	Continue with efforts and activities

						Goal will be carried over.				
June 2020	11	Socioeconomically Disadvantaged	Meet or Exceed	36.4%	45%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annual	Carry over	Continue with efforts and activities

Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	Meet or Exceed	8.9%	12%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	Students with Disabilities	Meet or Exceed	0%	2.1%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities
June 2020	11	English Learner	Meet or Exceed	0%	2.1%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities
June 2020	11	Black or African American	Meet or Exceed	4%	6.1%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities

June 2020	11	White	Meet or Exceed	0%	2.1%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities
June 2020	11	Hispanic or Latino	Meet or Exceed	8.2%	15%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities
June 2020	11	Socioeconomically Disadvantaged	Meet or Exceed	8.4	15%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities

Goal 4- English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	English Learner	Meet or Exceed	0%	2%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP ELA	annual	Carry over	Continue with efforts and activities
June 2020	11	English Learner	Meet or Exceed	0%	2%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	LTEL	Meet or Exceed	0%	2%	CAASPP Testing suspended	CAASPP ELA	annual	Carry over	Continue with efforts

						for 19-20. Goal will be carried over.				and activities
June 2020	11	LTEL	Meet or Exceed	0%	2%	CAASPP Testing suspended for 19-20. Goal will be carried over.	CAASPP Math	annual	Carry over	Continue with efforts and activities
June 2020	9-12	English Learner	Meet or Exceed reclassification goal	73%	95%	CAASPP Testing suspended for 19-20. Goal will be carried over.	Summative ELPAC	annual	Carry over	Continue with efforts and activities

Goal 5 - Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.

June 2020	11	Meet or Exceed SBAC ELA	11.1%	14%	CAASPP Testing suspended for 19-20. Goal will be carried over.	Other (Describe in Objective)	annual	Carry over	Continue with efforts and activities
June 2020	11	Meet or Exceed SBAC Math	0%	2%	CAASPP Testing suspended for 19-20. Goal will be carried over.	Other (Describe in Objective)	annual	Carry over	Continue with efforts and activities

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	11	Students with Disabilities	To meet established IEP goals	0%	100%	60%	Progress Reports on IEP Goals	Every 12 weeks	No	Provide training, time and support for completing IEP

										progress reports
June 2020	9-12	Students with Disabilities	Lower first time suspension rate	12.8%	6.4%	2.2%	Other (Describe in Objective)	annual	Yes	Continue with efforts and activities
June 2020	9-12	Students with Disabilities	Raise Graduation Rate	51%	65%	67.3%	Other (Describe in Objective)	annual	Yes	Continue with efforts and activities

Goal 6 - Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Goal Met?	Modification based on the results.
June 2020	ELAC	Establish and maintain a fully functioning ELAC	0%	100%	100%	Other - Describe in objective	yes	Continue with efforts and activities

June 2020	Other (Describe in Objective)	Improve parent communication with regards to important decisions about the school	62%	70%	Cannot be determined due to COVID-19	CAL - SCHLS (CSPS)	Carry over	Continue with efforts and activities

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Goal Met?
June 2020	Other (Describe in Objective)	To increase participation at the "Coffee with the Principal"	10 parents	25 parents	Sign in sheets for parent coffee are unavailable.	Meeting Attendance	No, revise goal for Parent University. Currently looking into virtual options.

Goal 7- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.

June 2020	12	Meet or Exceed	62%	71%	69.3%	% UC A-G on task	annual	No	Development of 9th grade success team, ensure each student has a accurate and comprehensive graduation plan that is monitored by counselor, student and family.
June 2020	12	Meet or Exceed	79%	85%	84.1%	Graduation/Promotion	annual	No	Development of 9th grade success team, ensure each student has a accurate and comprehensi

									ve graduation plan that is monitored by counselor, student and family.

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Actual Percentage	Measure of Success	Frequency	Goal Met?	Modification based on the results.
June 2020	12	English Learner	Increase graduation rate	69	80	74	Graduation/Promotion	annual	No	Improve professional learning opportunities for integrated ELD, conduct coaching cycles with a focus on

										support ELs, improve tier 1 instruction through QTP and QLI
June 2020	12	Students with Disabilities	Increase graduation rate	52	65	67.3	Graduation/Promotion	annual	Yes	Improve the quality of co-planning and co-teaching between General and Education specialists, develop early warning system with comprehensive next

										steps for IEP team.
June 2020	12	Black or African American	Increase graduation rate	87	93	82.8	Graduation/Promotion	annual	No	Implement action steps identified in goal 6 of SPSA
June 2020	12	English Learner	Meeting UC a-g requirements	52	65	56.6	% UC A-G on task	annual	No	Improve professional learning opportunities for integrated ELD, conduct coaching cycles with a focus on support ELs, improve tier 1 instruction through

										QTP and QLI
June 2020	12	Black or African American	Meeting UC a-g requirements	62	93	75	% UC A-G on task	annual	No	Implement action steps identified in goal 6 of SPSA
June 2020	12	Students with Disabilities	Meeting UC a-g requirements	46	55	66	% UC A-G on task	annual	Yes	Improve the quality of co-planning and co-teaching between General and Education specialists, develop early warning system with comprehensive next

										steps for IEP team.

APPENDIX F

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Lincoln High School

4777 Imperial Avenue

San Diego, CA 92113

San Diego Unified School District

April 30, 2018 - May 2, 2018

Visiting Committee Members

Craig Collins
Principal, Trabuco Hills High School

Stephanie Vaughn
Vice Principal, San Bernardino City School Unified District

Allan Whitten
Principal, Sunny Hills High School

Terri Brown
Teacher/Instructional Coach, Granite Hills High School

Eric Dahlstrom
Principal, Tahquitz High School

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Preface

Lincoln High School has had a great deal of turnover in their site administration and changes from the district level which have created a lot of turmoil on the site. Initiatives coming from the district have prevented the school from making a much progress as they would like on their own priorities. With the present administration in place, the teachers, parents, and students, feel confident in their ability to move the school forward and this has begun in the past year. While there was progress on from the previous plan, much of that work continues to be in progress.

The teaching staff is very involved in the support of student achievement, however, the administration and the teachers voice concerns over their inability to get meaningful parent involvement. Classified staff had minimal input as they too have had a great deal of turnover. It should be noted that this does not seem to be a result of lack of effort from the school, in fact, the wide number of attempts and methods is what has led to the frustration. The school continues to work the parent engagement problem and is actively seeking methods to improve.

It was observed in all classrooms that teachers post essential questions and learning targets. Teachers go over them with the class at the start of class.

There is a need for the staff to better understand the need to measure their schoolwide learner outcomes and standards. The move in the English Department to a curriculum synchronized to the standards has been a positive move in that direction.

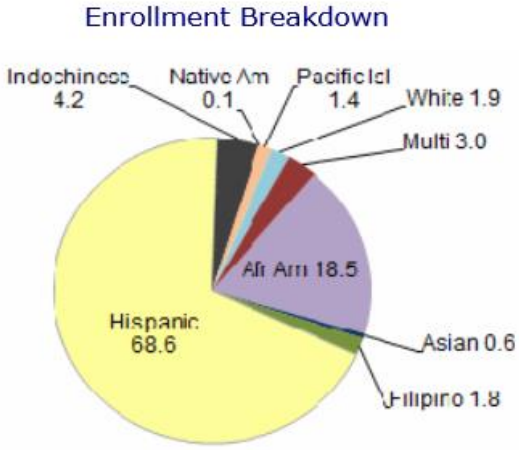
Data ?

In the 2016-2017 school year the enrollment was 1,447 students for grades 9-12. In Table A Figure 1, the students are broken down by ethnicities. The enrollment over the past few years has been decreasing but in the 2017-2018 year they had an increase in enrollment to 1,515 students. Hispanic students make up the largest portion of the student population at 68.6%, with African Americans being the next largest subgroup at 18.5%. Since the reopening of the school in 2007-2008 school year, 100% of the student population is offered free and reduced lunches.

Table A: Student Ethnic Breakdown 2016-2017

Student Enrollment by Group (2016–17)

Student Group	Number of Students	Percentage of Enrollment
African American	268	18.5
Asian	8	0.6
Filipino	27	1.9
Hispanic	997	68.7
Indochinese	62	4.3
Native American	0	0.0
Pacific Islander	20	1.4
White (Not Hispanic)	28	1.9
Two or More Races	42	2.9
Socioeconomically Disadvantaged	1,285	88.5
English Learners	447	30.9
Students with Disabilities	258	17.8
Foster Youth	3	0.2



The table below shows the number of teachers on site that are fully credentialed in their assigned subject area, the number of teachers teaching outside of their subject area, and the number of teachers teaching without a full credential from the state of California. In the

2016-2017 school year 89.2% of the teachers were fully credentialed and teaching in their subject area of competence. One teacher during that school year was not a fully credentialed teacher.

Number of Teachers Assigned to School and Credential Status

	School			District
Number of Teachers	2014–15	2015–16	2016–17	2016–17
With full credential and teaching in subject area	69	61	56	4,243
With full credential but teaching outside area of competence	0	9	8	349
Without full credential	7	0	1	30
Total	**76**	**70**	**65**	**4,622**

The table below shows the availability of textbooks and instructional materials for all students. All textbooks and instructional materials are from the most recent adoptions and there are no students who do not have their own assigned textbook and instructional materials.

Availability of Textbooks and Instructional Materials (2017-2018)

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	n/a	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

The school has many programs to support and enrich the students in attaining the Schoolwide Learner Outcomes. These programs include:

- **STEAM Middle College** - STEAM Middle College is a collaborative program between the San Diego Unified School District and the San Diego Community College District. Students attend college courses on Lincoln's campus taught by San Diego City College instructors. Students earn both high school A-G requirements and transferable college credit. Courses offered include: English 47A, English 101, Personal Growth 120, Sociology 101 and Psychology 101.

- **Innovation Center** - In the fall of 2017 the Lincoln Innovation Center opened its doors to its first group of students. The Innovation Center is utilized to help students with credit recovery and credit advancement through iHigh, an online curriculum.

- **UCSD Partnership** - Lincoln High partners with the University of California, San Diego, and a world-renowned public research university. The partnership school concept is specifically designed to connect UCSD students and resources with first-generation college applicants, at-risk, and minority students in southeastern San Diego.

    - **UCSD Chancellor's Scholars Program** - Lincoln High School has a unique partnership with UC San Diego in awarding the Chancellor's Scholarship. This scholarship is offered to entering freshmen who have shown outstanding academic achievement.

    - **UCSD Trio Outreach Program/UCSD Partnerships (Wahupa/Upward Bound/Talent Search)** - This is a college-prep program that aims at increasing the college going rates of low income and first generation college-bound youth. The UCSD Partnerships create a supportive learning environment. Students grow academically and become culturally and socially aware. Students receive services such as academic advising, college and FAFSA application support, and the opportunity to be part of the Summer Residential Program at UCSD.

- **Aaron Price Fellows** - The Aaron Price Fellowship is offered to a small group of selected ninth graders in the spring. Students continue on a three year journey that includes a behind-the-scenes look at government, business, nonprofit and cultural institutions. The goals of the program are to: foster friendships between Fellows from diverse ethnic, religious and economic backgrounds; teach Fellows about government, culture, business and nonprofit institutions to illustrate their significance and relevance in their lives; and expose Fellows to exciting career opportunities.

- **Advancement Via Individual Determination (AVID)** - AVID is a college readiness program designed to help students develop the skills necessary to be successful in college. The program focuses on writing, inquiry, collaboration, organization and reading.

- **Career Technical Education - (CTE)**
    - **Photography**
    - **Multimedia/Video Production** .
    - **JROTC (Junior Reserve Officer Training Corps)**
    - **Fire Technology Program**

Academic Support

- **Springboard** - The English department implemented SpringBoard starting in the fall of 2016. This is the College Board's official Pre-AP English Language Arts curriculum for all grade levels.

- **Transition to Algebra** - Transition to Algebra is a research-based support program created by the Education Development Center (EDC) to support struggling Math I students. It provides resources that approaches algebra with a visual and conceptual lens.
- **Edgenuity** - Edgenuity is an online blended program with online courses that is used for credit recovery, interventions and test preparation.
- **Opportunity Success** - Opportunity Success is supported by one education specialist teacher and one para-educator. The program uses the district's credit recovery program to assist students with IEP's in recovering courses they have previously failed.

The support programs provided by the school and the progress they are making in curricula areas, especially in English and math, are aligned to action plan the resources that the school has. The steps in the action plan support the Schoolwide Learner Outcomes and the programs that the school has invested in also support the overall mission of the school.

The Schoolwide Learner Outcomes are:
Communicators and Collaborators that are Culturally Aware:
Critical Thinkers and Problem Solvers:
College, Career and Life Skill Oriented

Chapter I: Progress Report (2 pages)

Since the 2010-2011 school year, Lincoln has had five different lead administrators each for about two years at a time. This created inconsistencies from year to year in expectations for staff, students and school policy. In the 2016-17 school year, staff, students, parents and community rallied together in support of vice principal Jose E. Sotoramos to become the new principal. After collaborative conversations between district personnel and the Lincoln High School community, the district placed Mr. Sotoramos as the interim lead principal in the 2017-2018 school year; this has helped to raise morale, to refocus the work on the campus and on the WASC Self-Study.

Lincoln received a progress report during its mid-year review in 2014, after the 2011 Self-Study. This is the current progress on the schoolwide critical areas for follow-up.

Schoolwide Critical Areas for Follow-up (2014):

1. *Use data from common formative and summative assessments to reteach and differentiate instruction to increase student learning outcome.*

This was observed to varying degrees by the VC. In the English Department and most of the Math Department, this is almost common practice. However, it is much less the reality in the other departments. Even though there has been little progress in the other departments, it does not seem to be due to a lack of desire by the administration for the teachers. The school has been given so many mandates from the district level that they have been unable to focus on any one area. However, based on focus group meetings it was evident that the teachers and the administration all recognize the benefit to their students in making this a systemic practice throughout the school.

In the 2016-2017 school year, Lincoln began using the Scholastic Reading Inventory (SRI) to assess students reading levels, and this is used to inform all content area staff, as well as the students themselves. This data is used to better understand students' skills and needs, and to help teachers plan their instruction, such as text complexity levels and purposeful groupings in the classroom..

2. *Expand professional development to include additional differentiation of instructional strategies in the classroom to better engage students to increase student learner outcomes and to allow all students to access the curriculum.*

A more focused and systemic approach to professional development in a wide range of areas is one of the overall recommendations for school growth. While there have been attempts for PD in differentiation and instructional strategies, they have been fragmented and rolled out piecemeal. Again, this is the result of too many mandates for training in many areas. The school has addressed this in their action plan.

Starting in the 2016-17 school year, teachers participated in professional developments once a month, after school, to focus on engaging English Learners in the classroom and scaffolding their learning and language development. In addition to the professional development, in the spring of 2017, teachers conducted Focus Walks in which they observed fellow teachers implementing the specific English Learner strategies discussed in the professional developments. Teachers were

able to see how the strategies were modified for differentiation to support and challenge students. After the Focus Walks, teachers, district personnel, and administrators debriefed about how these strategies could be used effectively as best practices in all classrooms. The ILT has agreed to continue to look at ways to refine the EL strategies for specific content areas.

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

The implementation of a 4x4 schedule has allowed the staff to meet every Wednesday for collaboration meetings. While many of the course-alike groups are using this time for effective learning strategies and planning, they need PD on how to use the time to study student performance data and assessments.

In 2017-18, teachers were placed into common preps to allow course-alike teams to work together on common assessments, pacing guides, and lesson planning. When asked how many days per month teachers meet with their PLCs, 80% of teachers responded that they meet with their PLCs on a regular basis anywhere from one to six times per month.

4. *Expand outreach to family and the community to help change the perception of the school to reflect the new Lincoln.*

It was confirmed in the parent meeting and the students meetings and reinforced in Focus Group meetings that the school has attempted a wide variety of tools to improve parent engagement at school events or even participation in the education of their own child. While it was clear that the staff is frustrated over this issue, the VC was at a loss for any other methods the school could use to increase parent engagement. They mail letters home (in English and native languages), give copies to the students to hand deliver, make robocalls, post on the school marquee, send emails, and even canvas the neighborhoods to hand out flyers. All of these efforts result in about seven parents per event. While frustrated, the school plans to continue offering all these methods of communication as well as a Coffee with the Principal and other events where they offer food or other incentives to encourage attendance. The school does have an active ELAC group, a Site Council, and a PTO but they often have the same few parents in attendance. With a more stable administration and the community feeling more trust towards the school in recent months, it is reasonable to assume that they will be able to build a larger, more active, community base.

Families have been invited to partake in celebrations after school highlighting student successes. Families and community members are invited to after school and evening events They encourage all families to connect with their student's teachers in person at Back to School Night and the Spring Open House to showcase student learning.

Even though the efforts have been fragmented, the school has made steady progress towards their learning targets. The adoption of new curriculum in English has move the school forward in a very positive way. Many of the teaching strategies used successfully by the English Department, have been adopted by other departments and the result has been a school-wide improvement in most areas. They need now is to make those strategies systemic throughout the campus and make better use of data to inform and modify instruction on a regular basis.

Chapter II: Student/Community Profile (2 pages)

The 2016-2017 school year enrollment was 1,447 students for grades 9-12. In the table below, students are broken down by ethnicities. The enrollment over the past few years has been decreasing but in the 2017-2018 year they had an increase in enrollment to 1,515 students. Hispanic students make up the largest portion of the student population at 68.6%, with African Americans being the next largest subgroup at 18.5%. Since the reopening of the school in 2007-2008 school year, 100% of the student population is offered free and reduced lunches.

Student Enrollment by Group (2016–17)

Student Group	Number of Students	Percentage of Enrollment
African American	268	18.5
Asian	8	0.6
Filipino	27	1.9
Hispanic	997	68.7
Indochinese	62	4.3
Native American	0	0.0
Pacific Islander	20	1.4
White (Not Hispanic)	28	1.9
Two or More Races	42	2.9
Socioeconomically Disadvantaged	1,285	88.5
English Learners	447	30.9
Students with Disabilities	258	17.8
Foster Youth	3	0.2

The students of Lincoln come with many challenges and barriers. They have students with language barriers, low reading levels and deficits in foundational skills in math. They also have a high transient population with students transferring in and out of Lincoln on a regular basis. In recent years, they have had a large population of immigrant students coming with varying education levels and varying levels of experience with school.

In 2012 the district started discussing becoming an A-G district that would require all high school graduates from the district to have completed the UC/CSU admission requirements. San Diego Unified adopted the A-G requirements as the graduation requirements for the class of 2016 and beyond. Currently, all students (excluding moderate to severe special education students) are enrolled in A-G courses. When students enter as a freshman their 4-year academic plan is aligned with high school graduation requirements as well as UC A-G requirements.

Percent of Graduates Meeting UC/CSU A-G Requirements

Graduates Classes Meeting UC A-G Requirements	Class of 2014	Class of 2015	Class of 2016
Total # of Graduates	298	285	222
# Meeting UC A-G Requirements	95	89	113
Percent	31.9%	31.2%	50.9%

In the 2016-2017 school year, 30.9% of the student population was designated as English Learners and 4.6% were Initially Fluent English Proficient students. They also had 32.6% of the population that was considered Reclassified English Learners and have demonstrated that they are proficient in the English language. Even with this reclassification, barriers still remain in respect to content specific language and advanced vocabulary. Teachers are trained and utilize strategies to support English learners of all levels in their classrooms.

For the most current SAT scores for the 2015-2016 school year in comparison to the district, county, and state, the data indicates that the scores are not competitive with other juniors and seniors within the state. This correlates with scores on the SBAC as well as proficiency rates in math and English. Because some students are entering Lincoln High far below grade level, as well as higher numbers of chronic absenteeism, it is difficult for students to make great gains in areas that would improve their SAT scores. To mitigate the effects of these challenges, they are offering supports within classrooms to raise proficiency in math and English, as well as after school student sessions with a Cal-Soap tutor to prepare for the SAT exam. They also have Upward Bound, WAHUPA, and GearUp programs that offer free SAT prep. Students may also receive support for SAT test taking through their AVID courses.

Since the 2011-2012 school year the attendance rates have been consistent, ranging from 92% to 94%. In the spring of 2016 they began tardy sweeps in which teachers shut and lock their doors at the beginning of class and the students who are late must check in at the office and get a tardy pass. At the beginning of 2018, the tardy sweep was disbanded and students with excessive tardies are now placed on a Loss of Privileges list. Excessive tardies and absences also lower a student's citizenship in a course. When a student has chronic tardies and absences there are several steps that are taken. Many teachers will call home to find out what the reasons for the absences and tardies might be. Sometimes a conference with the family and the student is needed, sometimes the administrators or counselors conduct a home

The chronic absenteeism rate for the 2016-2017 school year was 24.6%.. The percentage of students who are chronically absent is higher compared to the district, county and state. To address concerns with excessive absences many teachers will call home. Additionally, two intervention counselors monitor students' daily attendance and reach out to parents via phone, letters home, and home visits. The nurse and other support providers help supplement student transportation needs through free bus passes for students.

Chronic Absenteeism Rates Comparison 2016-2017

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Lincoln High	1,625	403	24.8%
San Diego Unified	136,931	16,768	12.2%
San Diego County	529,961	54,237	10.2%
Statewide	6,405,496	694,030	10.8%

According to the data the majority of students are now enrolled in A-G courses to be eligible for admissions to the UC/CSU schools. However, there is a need to improve in helping students complete the A-G requirements for graduation and college admissions. While overall test scores are not competitive with the district or state, it should be noted that CAASPP test scores have increased for English Learners and students with disabilities in math and English. The majority of teachers are using English Learner strategies in the classroom, and they are working help students improve their proficiency. There has been a fluctuation in attendance rates from year to year, however the dropout rate has decreased, while graduation rate has increased. Based on survey data, the majority of staff, students and parents have a positive view of the education and support Lincoln provides students. Based

on this, the school's identified Preliminary Critical Student Learner Needs are appropriate. They are:

1. English learner support and improvement in language proficiency
2. Continual support of students' progress towards graduation requirements
3. More proficient implementation of standards based teaching to improve achievement on state, college, and AP assessments

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The vision of Lincoln High School is that all students will gain the knowledge and skills to succeed in college and the workplace. Students will excel in rigorous classes that fulfill A-G requirements. Students are challenged and supported by highly qualified teachers who are responsive and use a student-centered approach to instruction. Students have relevant classroom experiences as they work in collaboration with other students, business partners, and community members to apply their knowledge and skills to real-life problems and scenarios. Students also experience and contribute to a positive and nurturing campus climate where staff members, parents and students support one another to achieve success, where safety is paramount, and diversity is honored and celebrated.

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

The vision was written with the A-G requirements in mind in order to prepare students for college admission, should they choose to continue in higher education. Students are taught how to collaborate effectively, as this is a skill needed. In the development of their mission, the school has followed an inclusive process hearing all stakeholders' voices. The mission was developed in 2007 and has been a constant focus in the work of Lincoln. This year, the new principal, Mr. Soto, has made more efforts to align work to this mission and vision of Lincoln.

The vision and mission were created during the reopening of Lincoln in 2007. LHS still believe in these statements and continue to strive toward achieving the goals of the statements.

In the last two years, the Lincoln staff spent approximately 30 minutes once a month to review the vision, mission and schoolwide learner outcomes.

In 2016, there were frequent meetings dedicated to looking at the vision, mission and Schoolwide Learner Outcomes (SLOs) in preparation for WASC. There were ample opportunities to revisit and make changes to their vision, mission, and SLOs. However, the staff decided to keep these three aspects the same because they feel it still holds true to Lincoln values. The SLOs were formally titled "the Buzz 6", but were condensed to three to be more accessible and student friendly.

Administration worked in collaboration with staff, students and the Parent Teacher Organization (PTO), to create a statement that would celebrate the pride of Lincoln. After collaboration with all stakeholders, the acronym BELIEVE was created which stands for Blessed, Equality, Legacy, Ignite the spark, Evolution, Voice, and Education. This helped to build community, refocus their work, and raised morale among staff.

The VC confirmed that there were multiple opportunities for parents, students, and community members to understand and support the SPSA, mission and vision. Stakeholders could participate in any of the following: ASB, PTO, SGT, SSC, Back to School Night, and Open House.

A2. Governance Criterion

The Board of Education is elected to represent their respective areas. They are responsible for appointing the Superintendent, as well as approving district and school administrative staff. The board also monitors that all schools are adhering to the district's vision and mission to ensure that students are successful. They put in place opportunities for the Superintendent and Area Superintendents to disseminate policies, pertinent information, and district mandates to the schools. The board of education's purpose is to hold the schools accountable for providing a quality and equitable education.

The board has established an open forum at board meetings for staff, parents, and community to voice concerns and recommendations for the schools. They have also provided forums at individual school sites through Site Governance Team (SGT) and School Site Council (SSC) to allow all stakeholders to work together and be transparent in improving and monitoring progress at school sites. The board approves each school's LCAP at board meetings, and this is brought back to SGT and SSC in order to monitor progress more closely. Lincoln works to implement the district vision.

The online credit recovery program at Lincoln has been in place since 2012, but the new Innovation Center that is supported by the Office of Secondary Schools was only recently implemented in the 2017-2018 school year. The following practices are implemented, and their effectiveness is measured by successful course completion and increased graduation rates. The Innovation Center staff has not yet collected enough data to analyze the shift in instructional practices due to the new Innovation Center staff and their standardized practices.

Technology: Sufficiency of computer equipment is maintained by working with IT at the campus level and district level. Innovation Center teachers are also trained and ready to troubleshoot technical problems as they arise.

Software: Edgenuity is the current online curriculum provider. The program offers a learning management system for their online learners as well as over 200 courses including common core, AP, honors, elective, dual credit, and credit recovery offerings. These courses meet state standards and are common core aligned. The courses feature direct instruction using videos with real instructors, rigorous assignments, tasks, and assessments designed to engage students and ensure content mastery. The courses are ADA compliant and offer translated notes in 13 languages.

Teachers: San Diego Unified School District provides the trained, credentialed teachers for the online courses at Lincoln. Two lab teachers reside at Lincoln and provide face to face support for students who attend and who also provide teacher-of-record support in two subjects. All other subjects are supported by iHigh Virtual Academy teachers that reside at the iHigh campus. These on-campus and distance learning teachers are trained in best practices for online pedagogy using iNACOL best practices for blended teaching. Starting in the 2017-2018 school year, Innovation Center teachers from five campuses meet on a monthly basis to understand and share best practices and to analyze student data. Innovation Center teachers also contact parents and counselors on a weekly basis to give an update on credit recovery course status. Credit recovery courses are offered to students who are attempting to recover credits for courses they have taken and earned a "D" or "F".

Students with special needs: Opportunity Success is a program that supports students with IEPs in a lab environment who need to recover credits, take initial courses, or electives, via an online credit recovery program. Students on the Lincoln campus who qualify may be enrolled in an online course with an Opportunity Success online teacher. Students may recover or take initial classes in the following A-G approved content areas: English, Math, Foreign Language, Social Studies, and enroll in four different electives for initial credit. Opportunity Success has a high completion rate, because students with IEP's who are recovering credits may be more successful in this smaller classroom environment.

The Board approves district policies and visions that are communicated by the Superintendent. The Superintendent works with the Area Superintendents and their support staff, who relay this information to school leadership. The school leadership is then responsible for creating and maintaining goals for academic improvement at their site. These are communicated to school staff through Instructional Leadership Team, monthly operational meetings, Site Governance Team, and School Site Council.

The governing board is sometimes present on campus to meet with administration, and the administration can use these meetings to express concerns from the staff.

There are monthly opportunities for parents and community to stay involved and provide input to the school. These forums include: Site Governance Team (SGT), School Site Council (SSC), and English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO, and Coffee with the Principal. Parents and students also participate in the SGT and SSC in order to be kept abreast of district policies and directives.

The SGT is a board comprised of parents and community, staff, students, and administration. The purpose of SGT is to review school policies such as dress code, attendance policies, the citizenship rubric, student handbook, and school programs such as the 4x4 schedule and the

Middle College. This is a forum that allows parents and community to get involved in creating and implementing school policies to support student learning and success in the classrooms.

Another forum that allows parents and community to have voice in school decisions is the SSC. The role of the SSC is to oversee the Title 1 Budget. They approve Title 1 monies to be spent for instructional programs and staff development that target English Learners and at risk students, including homeless and foster youth.

Parents and community are welcome to participate in ELAC. The purpose of ELAC is to inform and receive input from students who are English Learners and their families. This is to ensure that English Learners are receiving an equitable education.

Even though PTO and Coffee with the Principal are not official decision making bodies, they welcome input and ideas and bring these back to the governing bodies to guide decision making.

The district starts by looking at the data from the state assessments, and based on the results, they created The Single Plan for Student Achievement (SPSA) for the school. The board approves the site plan. The district monitors different online assessments to track the school's progress toward the goals stipulated in the SPSA. The Area Superintendent brings the data to the school principals, who then analyze the data and present to their staff. This data helps to create a framework to drive instruction in the classroom.

According to district initiative to seek input from stakeholders for the LCAP and Eight State Priorities, the district provided opportunities to review and develop appropriate LCAP goals.

If parents express a concern to the school and are not satisfied with the response, The Quality Assurance Department is a tool for parents to express complaints with the district. Parents can receive help through this department in submitting their complaint. There is also an online component that allows those unable to travel to the district office or who would prefer to be anonymous, to submit complaints online.

At the site level, if staff have conflict amongst themselves, with administration or with the district, they are able to utilize the supports provided by the union, SDEA (San Diego Education Association). There are several union representatives present on campus that can help teachers directly on site and act as a facilitator between the two conflicting parties.

All stakeholders can use the Open Session at the beginning and end of Board meetings to express concerns and complaints about the district, Board of Education, and school site.

A3. Leadership: Continuous Planning and Monitoring Criterion

The Single Site Plan for Student Achievement (SPSA) is worked on through the SSC (School Site Council) which typically involves parents, teachers, community, staff, students, and administration. There are six areas identified to monitor student progress and community engagement.

- English Language Arts
- Mathematics
- English Learners
- Graduation and Promotion
- Parent and Community Involvement
- Attendance

These areas create their SMART (Specific Measurable Achievable, Results Focused, Time Bound) Goals. The SMART Goals are established through the SSC based on the Smart Balance Results, common assessments created by departments, as well as the CELDT.

The processes they currently have in place are effective, however, they acknowledge the need to provide professional development and information to the SSC members, so that they may fully understand data, assessments, and what they indicate.

Initially, at the beginning of the school year the administration introduces the past year's data to the staff to start the conversation about the professional development plan for the school year. The components they focus on: attendance, graduation rates, Smarter Balanced results, and AP results. This data is presented to the Instructional Leadership Team (ILT) which is comprised of department heads and other teacher leaders, a professional development plan is then constructed through the ILT. The information is then shared through the professional developments and implemented in the Professional Learning Communities (PLCs).

In PLCs, teachers examine curriculum pacing guides, analyze where improvements are needed, and create specific short-term and long- term goals for student achievement. Teachers then create professional development plans around these goals, focusing on one overarching site-based goal. For the 2017-18 school year LHS focused on student engagement through Tier I quality instruction.

To reach the English SPSA goal, this work is reflected in the English department through the SpringBoard curriculum. The English department voted to implement the SpringBoard curriculum for three years starting in the 2016-17 school year. This created a platform for teachers to collaborate more effectively because teachers are now using a common curriculum. It also allowed the English department to use common formative and summative assessments in the classroom and encouraged more effective weekly PLC meetings.

To make progress toward their math SPSA goal, this work is also reflected in the math department as they meet weekly within the course-alike teams. The math department collaborates on weekly skills tests, common unit assessments and pacing guides. The Math I PLC is also working on rolling out the Mathematics Diagnostic Testing Project (MDTP) diagnostic test this year, an assessment that will be used to identify student's current levels and how they improve throughout the year.

The science department has also started collaborative work to begin implementation of the Next Generation Science Standards (NGSS) in course-alike teams.

Similar to the work being done in the English and math departments to create an effective PLC structure, their hope is that with common prep periods starting in the year of 2017-18, as well as the modified Wednesday schedule, teachers will meet more regularly as departments and PLCs to work toward their SPSA goals across all content areas.

Since 2012, the instructional day was a traditional six period day. Examining student data such as percentage of students passing courses with a C or higher, LHS noticed that there was a higher percentage of Ds and Fs, and therefore students were enrolled in credit recovery courses. However, because of the structure of the six period day, students could not remediate during the regular six period day, leaving them with the option of an extended day seventh period. Furthermore, LHS observed that a high number of their students are not able or choose stay after the regular instructional day, therefore were not able to make up courses during seventh period, causing students to fall behind.

During the 2015-16 school year, the staff voted to change the instructional day schedule from a traditional six period day to 4x4 schedule. In order for this to pass, it required a two-thirds majority vote from the staff. The 4x4 schedule allows students to finish a yearlong class in one semester, using four 90 minute periods versus six fifty-seven minute periods per day. Because students can now complete eight classes per year, this can be used to help them accelerate or slow down if interventions are needed or if students are credit deficient. In the 2016-17 school year, all 9th and 10th grade students were put into intervention classes for math and English, making these classes yearlong instead of a semester long as the 4x4 intends. This was done under the assumption that all 9th and 10th grade students were below grade level at math and English and needed the intervention.

This year, LHS differentiated between those who are below grade level and those who are at or above grade level. For the 2017-18 school year, there has been more of an effort in placing students correctly in intervention courses for math and English. Students who need extra support were placed in the yearlong courses, while those who do not were placed in semester long courses.

Another avenue to examine the effectiveness of programs to support student learning is the Instructional Leadership Team (ILT) and subsequently the Professional Learning Communities

(PLCs). The ILT creates a platform for department chairs and administration to meet twice a month to discuss each department's progress toward the school's goals in supporting student achievement. In the ILT, teachers work together to look at the school's current data, read and analyze current research for best teaching practices, and discuss how to implement these strategies in the classroom to most effectively support student achievement. The department leads then take this information back to their department meetings and PLCs in order to work with teachers to plan specific lessons and common assessments to work toward achieving these goals.

In addition, the Site Governance Team (SGT) is comprised of staff, students, parents, community and administration, and also contributes to decision making in regards to student learning. The SGT looks at attendance, grades, test scores and advises the principal on how to implement interventions and solutions to improve these various areas of need with the overall goal of improving student learning in the classroom.

The existing structure for effective communication between staff and administration are the following: Instructional Leadership Team; Professional Learning Communities; weekly meetings with union representatives; weekly meetings with the counselors; weekly meetings for operations including custodial, clerical, finance, paraprofessionals, Associated Student Body advisory, Athletic Director, school police and IT; and the modified Wednesdays for all staff meetings twice a month.

The Instructional Leadership Team works to provide a common understanding of curriculum development and implementation, as well as assessments. Department chairs are then expected to relay this information to their Professional Learning Communities. These forums address student need in a collaborative manner in order to find solutions to benefit student achievement in the classroom.

The weekly meetings with union representatives are designed to talk about any teacher concerns. This is a two way conversation, if the administration has any concerns with the staff or vice versa, these concerns are presented to the San Diego Education Association (SDEA) representatives. These conversations work to minimize dissension between administrators and teachers.

Due to the transient nature of the student population, the weekly meetings with administrators and counselors are used to address needs of those coming into Lincoln and reexamine the master schedule to collapse or open sections based on student need and enrollment. This time is also utilized to plan grade level assemblies to highlight student success. In previous years there were not weekly meetings with counselors, however the administration felt it was necessary starting in the 2017-18 school year because this year the district has given us guidance as to how to utilize the four site counselors and two intervention counselors in separate capacities. Because the

intervention counselors now operate in a different manner, the site counselors have larger caseloads, and therefore need more support from administration.

Operations meetings are designed to address concerns in the areas of custodial, clerical, IT, and finance, Associated Student Body advisor, school campus police, and the Athletic Director.

Modified Wednesdays are used for staff operational meetings and professional development opportunities. At these meetings, administration disseminates important information regarding upcoming events, expectations, and school wide policies and changes.

A4. Staff: Qualified and Professional Development Criterion

All staff must maintain valid credentials in order to hold a teaching position in the district. The district works with the site administrator based on student need to assign teachers according to their credential.

The district and the school provide ongoing professional development to ensure teachers are utilizing best practices to build 21st century skills within their students.

Administrators have begun to collaborate with department heads to base master scheduling on teacher expertise and input. At the end of the 2016-17 school year, teachers were given a tentative schedule of what they would be teaching in the 2017-18 school year to give them adequate time to prepare over the summer.

LHS needs to continue to have more collaborative conversations with teachers before the end of the school year about what they will be teaching so that teachers have adequate time to plan and refine lessons, as well as attend professional developments. This will create a stronger and more cohesive curriculum, and allow teachers to plan together before the school year begins to make sure units are vertically and horizontally aligned. This will also reduce the number of students who may not be placed in the appropriate A-G courses they need to graduate, as counseling will have a more accurate view of the number of classes being offered in each subject area.

Teachers participate in ongoing professional development during the summer and school year; examples are AVID, AP, and PowerUp. There are also opportunities during the year for departments to have pull out days to collaborate on curriculum mapping and common assessments.

Starting in the 2016-17 school year, the first Wednesday of each month is dedicated to an Operational Staff Meeting. At this meeting, staff are updated on important operational changes, discuss school wide initiatives, and are informed about important upcoming events.

The student handbook and other school documents are available on Lincoln's website. Department based documents are shared among course-alike teams through different means such as: Illuminate, Google Drive or Google Doc and email. Google Sheets are used by staff to send student referrals to the counselors.

Administration has an open-door policy and are often receptive to staff input. Department chairs also operate as a liaison between administration and their department in expressing their concerns or needs.

In the fall of 2012, Lincoln switched from four small schools to a comprehensive site. Teachers were given common preps to meet with their departments to discuss data and create lessons plans that were responsive to the current data. This was an attempt to use Professional Learning Communities to address student needs. In 2016-17, the structure was changed to grade level common preps in an effort to provide alignment between grade level supports, however conflicts within the master schedule did not allow this to be implemented fully. Currently, departments have common preps, which has proven to be more effective as departments and Professional Learning Communities are able to plan units, lesson plans, and create common assessments based on school data and student need.

The effectiveness of online teaching and online lab support for Lincoln High School is evaluated based on the percentage of course completion in a timely manner as well as any increases in graduation rates due to online credit recovery courses. The Innovation Center teachers deployed in 2017-2018 to the Lincoln campus have been involved in monthly professional development with five other Innovation Center campuses. Topics for this year have included best practices for supporting the lab students, organizing the space for effective learning, and understanding the iNACOl standards for online and blended learning. Many of the lab teachers also have certification in online learning as well as their credentialed areas. The online teachers regularly share data regarding student completion issues and successes. While the completion data is routinely analyzed at the district level, future goals include involving the Innovation Center teachers and school campuses in this analysis.

According to the Stull process, teachers are evaluated every two years. Teachers create a minimum of three objectives which they align to six evaluation components:

The Innovation Center teachers at Lincoln are both teachers of record and lab supervisors. They undergo an annual evaluation process that involves goal setting and ongoing goal support. Lincoln is also supported by online teachers at iHigh Virtual Academy who also undergo annual evaluations. The two Innovation Center teachers report to the Office of Secondary Schools in the San Diego Unified School District, where all Innovation Center teachers can be evaluated for their ability to facilitate course completion. The Innovation Center teacher deployment is too new to evaluate their overall effectiveness in comparison to the five other Innovation Centers,

but they are integrating into the Lincoln campus with support of students, parents, counselors and school staff.

A5. Resources Criterion

Lincoln is classified as a Title 1 school, therefore, allocations for support of student learning are determined through the School Site Council (SSC). The SSC discusses and votes on items such as SMART Goals and the allocation of Title 1 budget. Within the budget, LHS funds a school librarian, instructional supplies, interventions, and teacher positions. Based on current data, there is room for improvement as evidenced by English and math scores. LHS believes funds could be allocated more effectively to support students in achieving the SMART Goals.

With the district's support, annual audits are conducted to identify any discrepancies in utilizing funds appropriately. At the end of 2016-17 the Site Based Budget (SBB) was generated by district personnel. Unfortunately, the district's allocations for full-time teachers does not best support the students' needs. The district allocated a limited number of teachers and LHS was forced to reduce the number of teachers after classes had already commenced. This caused overcrowded classes, large intervention classes, and a reshuffling of students after the start of the school year. To better prepare for the next school year, LHS used Title I money to allocate an additional 2.5 full time teachers to support the intervention, AP and AVID programs.

In 2014-15,the Plant Operations Supervisor (POS), was promoted to a district position. In 2015-16 school year, as well as the 2016-17, LHS hired two POSs who were in their last year before retirement. In the 2017-2018 school year, LHS opened without a POS and had a person on the custodial staff acting as the interim POS. At the end of 2017, a permanent POS was hired. Inthe fall 2017 Williams Act visit, LHS passed in areas such as systems, interior, cleanliness.

In the 2015-16 school year, LHS was allotted two extra campus security assistants (CSAs), giving us a total of six as opposed to four. With the two new additions, the campus was divided into smaller sections to address student safety more completely. Currently, LHS still have six CSAs assigned tothe site, as well as a campus police officer housed onthe campus. This provides additional safety and support for the students.

From 2011-12 LHS had two Informational Technology (IT) personnel to support teachers with technology in their classrooms, address issues with technology, and regularly update programs and software. Those two positions were reduced to a Network System Media Support Technician (NSMST). In the 2013-14 school year, LHS gained a new NSMST onthe site who is responsible for overseeing the technology on the entire campus.

The library is manned by a certificated teacher-librarian. She is responsible for making sure every subject has enough books and instructional materials forthe students. If the library doesn't have the proper materials, the librarian is able to use funds to order the needed materials or borrow the materials from the Instructional Media Center (IMC) or other school sites.

The custodial office is fully equipped with classroom materials that teachers can obtain for use with their students.

Furthermore, each department is given a budget at the beginning of the school year which the department can utilize as they see fit. This can be used to order new materials to supplement current materials, or can be used as a department to purchase other resources needed. Each department votes on how the funds will be spent.

Our district is currently in a budget crisis which limits resources at the site level because it leaves us with only the essential staffing components. This affects us in areas such as large class sizes, difficulty sending teachers to professional developments, and difficulty scheduling field trips. LHS utilizes district provided professional developments.

Administration meets once every two weeks with new teachers to the site to provide necessary support in all aspects of their instructional day.

Withthe modified day on Wednesdays, the site provides an in house opportunity to nurture each other as professionals through site run professional developments and opportunities to meet in departments and Professional Learning Communities.

Additionally, the district provides ongoing district-wide professional development during the school year and over summer breaks. The district has the Electronic Registrar Online (ERO), a convenient system used by district employees to easily self-enroll in relevant professional development courses offered free of charge. With administrator approval, a teacher or staff can attend a training session that is held during the school day, with a substitute arranged, pending availability of funds.

Lincoln High School receives the Local Control Accountability Plan (LCAP) goals from the district, after which they align the SMART goals to the LCAP Goals to support student achievement. The principal then works with stakeholders through the School Site Council (SSC) and Site Governance Team (SGT) to justify the budget.

Teachers are paid through this budget to support Title 1 needs such as English Learners and students with disabilities. In addition,the school librarian is paid through this funding. The needs are presented to the SSC to reallocate funding as necessary.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. The school has a clearly established Vision and Student Learning Objectives
2. There is a strong commitment from teachers to strengthen all department's Professional Learning Communities and teachers are committed to their students.

3. As a result of consistent administration, stakeholders have begun to buy-in to governance and leadership vision and philosophy.
4. Positive staff morale and united efforts to work toward the common vision and mission.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Specific training in regards for Title I budgeting is needed for all stakeholders/members in the SSC to better allocate funding and maximize use of budget.
2. Implementation of professional development to better understand the PLC model in all departments.
3. A system needs to be created to inform and include all stakeholders including parents and community regarding all school processes, procedures, governance, goals, values, and philosophies.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Vision and Mission Statement
Schoolwide Learner Outcomes
SMART Goals
School Site Council Site Governance Team
Staff Meetings
Professional Learning Communities
Instructional Leadership Team
Common Planning Periods
Common Assessments

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Lincoln has demonstrated transition to Common Core standards, the school sent teachers to Common Core trainings to help teachers implement the standards effectively in their classroom. There is evidence math resource teachers were sent to Lincoln to help teachers create collaborative lessons, common pacing guides and common assessments. Lincoln uses Professional Learning Communities to involve all teachers in the process of improving student learning.

Lincoln discussed the planning of focus walks, which has strengthened the purpose of Professional Learning Communities by allowing teachers to learn from each other and collaborate based on what they saw to create lessons for their own classrooms and improve student engagement.

There is some evidence Teachers establish partnerships with organizations and colleges in their areas of expertise and bring these research based best practices and resources back to the classroom. Some of these include partnerships with UCSD, NGSS, SDSU and San Diego City College.

Lincoln staff have the opportunity to seek out additional professional developments offered inside and outside the district; some of which are trainings in: AP, AVID, ERWC, and SpringBoard, Transition to Algebra, Edgenuity, Common Core, and Capacity Builders NGSS, etc. It was observed and evident in the master schedule the common prep periods and course-alike PLCs allow for a more collaborative environment and provide a space for teachers to share the best practices that they have learned at their trainings with their colleagues.

Lincoln has provided some technology to students in the form of chromebook, and interactive whiteboards.
Lincoln provides A-G courses that are aligned with the Common Core standards.

Lincoln teachers demonstrated they examine standards in their departments and Professional Learning Communities (PLCs) and the Instructional Leadership Team (ILT). Teachers also demonstrated they discuss the needs of the students in their PLCs and how to best address these needs through the Common Core standards. Most classrooms used essential questions and learning targets to prioritize standards, teachers choose units of study that are standards based and then choose which standards to focus on in each.

There is evidence teachers are required to submit their syllabi to the school administration for review. Teachers who have AP classes must also get their syllabus approved through the College Board.

Career and Technical Education teachers showed evidence of align academic standards and career-readiness standards to their curriculum to ensure that students complete career pathways and achievethe schoolwide learner outcomes (SLOs) upon graduation.

Science teachers were observed utilizing recommended laboratories within the classrooms to ensure that students have access to science content and curriculum.

Lincoln High School was observed using the library to support Edgenuity as the learning management system for online courses. Edgenuity offers over 200 courses including common core, AP, honors, elective, dual credit, and credit recovery courses. These courses meet California state standards and are Common Core aligned. The courses feature direct instruction using videos with real instructors, rigorous assignments, tasks, and assessments designed to engage students and ensure content mastery.

The schoolwide learner outcomes (SLO) are evident throughout the campus and students are able to speak about them as well. Lincoln's SLO correspondence with the academic standards in all content areas, help students develop the skills they will need in higher education and the real world.

Below are Lincoln SLO Observed in every classroom and office.

The Schoolwide Learner Outcomes are:

Communicators and Collaborators that are Culturally Aware
Critical Thinkers and Problem Solvers
College, Career and Life Skill Oriented

There is evidence the English department often incorporates history and arts within the curriculum. Students are often asked to examine the historical and social context of a particular novel or play or research the history of a literary movement, such as the Harlem Renaissance. English teachers also use a variety of creative projects for students to further their understanding of the texts read, and have used technology to create video projects based on the material covered in class.

There was evidence history teachers incorporate reading and writing into their curriculum, as well as including more projects and technology with support fromthe Career Technical Education Department. Teachers use Writing to Learn strategies in daily lessons. Expository writing in which students use evidence to support their writing, narrative writing (such as imagining they are a historical figure), and MLA research papers was observed in the classrooms.

Through conversation and observation some science teachers follow the NGSS framework which includes alignment to Common Core standards and provides a structure for science teachers to teach explanatory and argumentative writing. Another practice that is outlined in the framework is mathematical and computational thinking. Science teachers use this to analyze and interpret data and model scientific processes and phenomenon. Some teachers incorporate the history of science discovery into their lessons. There was conversation about utilizing the PLC to align all science teachers.

It was observed that Common Core Math practice standards were used by students to analyze and critique the reasoning of their peers. Students were observed to explain their thinking in words in relation to the math they currently are working on. Teachers and students were observed annotating the text when reading and solving words problems.

Criminal Justice was observed using Newsela and are challenged to improve their Lexile scores using CTE learning targets. There is evidence that students also work on English standards when they use evidence to support their claims in their writing. There is evidence the Students practice public speaking skills when they give/support/testify in mock court hearings. There is evidence of students using VAPA standards from elective courses such as art to portray processes like the juvenile and criminal justice systems.

English, math, and science standards are integrated within the Fire Technology course. Students use math skills to formulate pumping calculations for hose pressure and weight calculations. Classroom observations provided evidence of students exhibit reading and writing skills through writing essays about concepts learned in class and completing research projects. There is evidence of students are using science skills for aspects of fire technology such as chemical composition versus decomposition.

In art classes, teachers were observed incorporating writing assignment daily with journal questions and prompts pertaining to the class. Students write a self-critique paper at the end of each project. History is also tied in when talking about cultural and historical Ceramic artist, methods, techniques, styles, symbols, and designs. Photography was observed using math when talking about exposure and English skills when writing critiques.

There was evidence of Physical Education incorporating a facet of core subject area curriculum into its lessons every day. Students are being introduced to turns, theymay incorporate terms like force of motion, torque, gravitational pull, and/or pivot.

A discussion with the counseling team provided evidences of reaching out to families and students atthe feeder schools. Evidence supported counselors and teachers beginning articulation with prospective 8th grade students and presents the various academic and extracurricular programs available at Lincoln.

There is some evidence of counseling team providing evening events in order to get parents involved and answer any questions about the programs Lincoln has to offer. The school had a college signing day to share academic accomplishments of seniors that were accepted into colleges and universities.

There was significant evidence of the Associated Student Body (ASB) and drumline going to feeder schools to talk to students about programs and classes available at Lincoln. There is evidence of student shadow days at the school of students from feeder schools.

Each year graduating seniors are expected to complete the SDUSD senior survey. Lincoln is able to receive general performance data from UCSD's Chancellor's Associates Scholars Program (CASP) about Lincoln students who attend UCSD on scholarship. The CASSP team and Lincoln staff collaborate and review this general performance data to establish vertical alignment with high school coursework (AP/Middle College classes), UC expectations, and overall GPA that can benefit the students' performance if applying to UCSD.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

The Career Technical Education classes provided evidence that students were involved in hands on knowledge about career pathways in areas of criminal justice and fire protection technology.

There is evidence Lincoln provides real world experiences in 9th -12th grade classes through different pathways and introduce them to relevant curriculum in the classroom. Theyoffer on-campus and community-based opportunities to enhance the lessons students learn during class.

These real world experiences include but are not limited to:

- In science classes some of the teachers utilize real world phenomena (such as the effect of a hurricane on biodiversity of an ecosystem) for students to explore and explain.
- Some math teachers write word problems that involve real-world applications and situations.
- Mock Trial allows students to work with lawyers, learn the court system, and compete against other teams in trials
- Field trips to federal courts
- Fire Pro field trips and competitions
- History incorporates current events into their curriculum as well as holding mock elections to help students understand the process and importance of voting.

- English classes work on writing personal statements which students use to apply to CSUs, UCs, and/or the college of their choice.
- Internships with Planned Parenthood, radio stations
- Job Shadows with AT&T
- Junior Achievement
- Middle College
- JROTC competitions, trainings, and parade appearances
- UCSD Partnerships - Healthy Minds, Healthy Bodies and Health Equity
- The yearbook class is run like a business to create and publish a book
- Music and theater work with the San Diego Opera to build and perform theatrical pieces

There is some evidence of students' high school plans starting with middle school articulation. Students receive yearly initial counseling sessions to review the previous term.

There is evidence students receive Academic Review letters are mailed home to identify at risk status. This also serves to notify parents of credit recovery options such as extended day classes, summer school, or iHigh classes. Annual articulation for the following school year takes place during each school year.

The school validated the need to find opportunities to communicate and bringing parents onto the campus. At any point during the school year, parents and students are welcome to reach out to counselors (via email, phone or in-person) to discuss personal learning plans, college/career readiness goals they may have, or any other personal/social issues.

There is evidences of many strategies and programs that work to help students. These include AVID, Cal-SOAP, WAHUPA, EAOP, Upward Bound, and Aaron Price Fellows. Most of these services are accessible through the College and Career Center, where students can receive assistance in working toward their postsecondary goals.

There is some evidence of Students with IEPs can receive assistance from the Transition Resources for Adult Community Education (TRACE) program. They provide academic support to help students complete their high school diplomas and teach them job readiness skills. After graduation, TRACE assists students with job placement.

The VC validated that In the 2017-18 school year, two counselors became "intervention counselors." Their focus is to support at risk students, who may not graduate on time due to factors such as attendance, grades, or behavior. This year, these counselors are working on bringing in information on vocational programs for students who may not be interested in the traditional college route and also preparing students who may not graduate on time for their next steps. Based on the graduation rates thus far, supports and programs have been successful in helping students reach their goal, however, they hope the implementation of the intervention counselors will increase the graduation rates.

Evidence supported students at Lincoln have a wide range of college and career pathways from which they may choose. Lincoln currently offers A-G, Advanced Placement, and Honors, and

community college courses on the college preparatory pathway. The college preparatory pathway (also known as A-G requirements) allow students to advance themselves with mathematics, English, history, and science.

There is evidence teachers have attended Common Core trainings off site as well as professional developments at Lincoln. Teachers also seek out additional training opportunities in areas such as AP, AVID, SpringBoard, ERWC, Capacity Builders and NGGS. Teachers were observed working together in Professional Learning Communities to create unit plans, common and formative assessments based on the Common Core standards and the strategies and information presented in the training they receive.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

1. Students have opportunities for real world experiences that are incorporated in classroom lessons and extracurricular activities
2. Schoolwide Learner Outcomes are incorporated, taught, and reinforced in many different subject areas and in a variety of ways
3. English and math teachers work in Professional Learning Communities to align units and assessments with Common Core Standards

Key issues for Standards-Based Student Learning: Curriculum (if any):

1. There needs to be more articulation with the feeder schools to better prepare the students for the rigors of high school, including remediation in core areas as well as creating four-year plans that are monitored and audited consistently to identify students who are A-G deficient and classes with high fail rate
2. There is a need to provide after school and evening parent education opportunities when parents can attend
3. There is a need to have more consistent tracking of how students perform post graduation both in careers and college
4. After teachers attend professional development opportunities, there needs to be a system for the information to be discussed with the PLC and how to best utilize it in practice
5. There needs to be a concentrated effort using social media, for outreach to the community about the academic opportunities and the successes that Lincoln experiences

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Focus group meetings

Student interviews

Teacher interviews
Classroom Observations
Discussions with leadership team
Surveys
Self-Study
Whiteboards
Student work examples
Technology
Master Schedule

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

The VC observed that many Lincoln teachers design challenging and relevant units and lessons that are aligned with the Common Core State Standards. Additionally, science teachers challenge their students with The Next Generation Science Standards. The Career Technical Education program such as Fire Pro, Criminal Justice, Photography, and Engineering find opportunities in the real world to challenge students and make the content relevant.

Through focus group meetings the VC validated that PLC's who share common prep periods use their time to collaborate on assessment and instruction. Common assessments have been created for some departments to evaluate the student's progress towards meeting the standard and to evaluate the degree of learning and understanding. These teachers will use the results from the assessment to reteach or spiral concepts into the next unit or future units. Some teachers who do not have a colleague to collaborate with, use this time to share best practices.

At Lincoln, almost 20% of the student population has special needs and they believe in the inclusion of students. Therefore, a co-teaching model is in place to support their students with special needs. During focus group meetings teachers verified that special education teachers or para-educators (also known as co-teachers) are assigned to a teacher who has a number of students with special needs in a class. These co-teachers work closely with the content teacher to collaborate best practices in order to support all students. Some teachers/co-teachers make accommodations to their instruction and assignments for students with specials needs to make the information more accessible and relevant. During multiple focus group meetings this practice was both confirmed and observed by the VC.

The Edgenuity credit recovery online program provides a forum for students to complete coursework with the assistance of a course teacher and teacher of record.

Students have multiple ways to check their progress on their performance. The online gradebook, Powerschool, allows parents and students to see their grades on any given assignment. It is confirmed that 85% of teachers use PowerSchool. In addition to Powerschool, teachers pointed out to the VC that students have multiple opportunities to reflect their academic progress. The methods vary but include: rubrics, weekly reflections, lexile scores, student-teacher conferences, and credit checks with councilors.

To determine and monitor student reading levels, the Scholastic Reading Inventory (SRI) is given at the beginning, middle and end of the school year. The results from these reading tests are shared with the student so they can monitor their own progress and work on improving their own learning. Teachers use these information from the SRI to differentiate text for students across the curriculum.

Math teachers administer common assessments at the end of each unit to evaluate students' understanding and review the most commonly missed questions and spiral them into the next unit's exam. In addition, most math teachers also give weekly skills

tests and allow students to record and monitor their own learning.

In addition, the VC noted that in the majority of the classrooms visited, teachers post essential questions, learning targets and agendas to communicate the standards and the focus of each lesson.

The expectation is that all teachers use differentiated instruction to ensure that they reach the multiple learning styles of their students. Some teachers create opportunities for partner and small collaborative groups to differentiate instruction. Teachers will also differentiate lessons with different forms of visual models, drawings, graphic organizers, and project-based learning. Most teachers also use scaffolds to support and supplement instruction to meet standards. However, it is acknowledged that some teachers prefer whole-class and teacher directed instruction. The VC observed that Lincoln teachers scaffold classroom instruction to meet the needs of the students in their classes, but differentiation was not clearly observed in all classrooms.

The integration of multimedia and technology is used when appropriate to help teachers teach a concept or standard. Some teachers are more comfortable than others in using technology in the classroom. Instruction technology applications were used in a variety of classrooms during observations.

In using the data from the reading test (SRI), teachers differentiate their instruction to make the information more accessible. In the last two years, there is a focus on using engaging EL strategies: Five Word Summary, Progressive Brainstorm, and Four T's (think, talk, try, tell) as additional strategies to differentiate instruction. The use of these strategies was evident in a number of classrooms.

Lincoln teachers have attended multiple trainings to become current on the Common Core State Standards and some teachers have been proactive in attending additional trainings for instructional content as well a English language strategies. In addition science teachers have attended the district trainings for the newly implemented NGSS. The school needs to develop a comprehensive long term professional plan to address instructional methodology and the use of multimedia and technology. Teachers and students use a variety of programs to enrich their lessons and learning (Springboard Online, Khan Academy, Newsela, PowerPoint, etc). Teachers have continued to use these programs because they have found them successful in the classroom. While teachers find that engagement is increased using technology, there is a need to update and maintain technology across the campus.

While Innovation Center lab teachers are often chosen for their ability to regularly troubleshoot computer issues, online teachers that support online courses remotely are also well trained in technology. The Office of Secondary Schools sends out regular updates to district-wide technology issues that must be quickly implemented by Innovation Center teachers. An inability to identify and resolve student tech issues would be made known immediately as the students' work pace is accelerated. Other online teachers that reside at iHigh also have obtained county "Leading Edge" certification that provides additional exposure to technology best practices.

The VC saw teachers use variety of instructional strategies, technology and online resources to deliver their curriculum including: projects, essays, performance tasks,

readings, labs, experiments, graphs, charts, visuals, videos, etc.

Through the Common Core Standards, students are encouraged to work together to find solutions. It is the hope that teachers are coaches and students are playing a more active role in their learning. Teachers coach students and monitor learning by using conversation rubrics, thoughtful questions in the middle of the lesson to check for understanding, and exit slips. Teachers also check for understanding through the use of equitable distribution cards and online quizzes on Kahoots to ensure all students are being held accountable to learning the desired objective.

Most teachers understand that non-didactic techniques are appropriate while learning and therefore implement problem based learning strategies to engage students. A few examples of some non-didactic techniques including problem based and scenario based lessons (debates/mock trials), as well as writing argumentative and research projects, expository essays, debates, Socratic Seminars, Jeopardy review games, and structured group and classroom discussions. Some teachers also using project-based learning to allow students to explore concepts and ideas. Students complete inquiry explorations labs and create artistic projects that allow collaborative work.The VC noted that the most engaged students were involved in collaborative activities and other student centered activities.

English teachers use a variety of methods and strategies to help students reach higher levels of thinking and increase their levels of success on assignments and assessments. Examples of such methods include students making comparisons across texts, ranking how much a character's surroundings influences their decisions, assessing a character's actions against a system of principles such as Maslow's Hierarchy, analyzing literary elements, and cinematic techniques and questioning a text.

Math teachers create performance tasks to challenge students to think critically through math problems. Students are encouraged to use the tools they have been learned in the unit to look for and make use of structures, reason through a problem to determine the best option between two items, construct viable arguments or proofs, or critique the reasoning of others.

Students who are enrolled in the Lincoln Innovation Center have two teachers who support them: an Innovation Center lab support teacher and a course teacher of record. The teacher of record grades and reviews the work, and the lab teacher helps the student interpret the communication that may come through the grading platform, email, a phone call or an on-site teacher visit. Innovation Center lab teachers are also in different credentialing areas – usually English and Math – in order to support students locally with small group instruction in areas of concern. This investment in double support for online students results in a high level of support for student learning. The Edgenuity curriculum supports opportunities for students to conduct research in both English and Social Studies classrooms.

It was observed in some history classes that students demonstrate higher level thinking and problem solving through a variety of activities including Thinking Like An Historian, in which students investigate primary sources to address a central question, Role Play Narrative, in which students apply information from research, class discussions as well as group activities to a role play, first person narrative and in a mock Newspaper Project that requires students to write an argumentative headline story.

In several classrooms samples of student work that demonstrated the use of technology to assist academic standards and schoolwide learner outcomes was observed. Students used technology and additional resources to in completing a variety of projects. Final products included PowerPoints, display boards, or research papers. These projects also address the SLO because students are expected to be communicators and collaborators to work effectively in the groups, as well as critical thinkers and problems solvers to complete this project.

Part of the AVID program is to help students become familiar with colleges and universities as well as the intricacies of applying to and attending college, such as financial aid, majors, types of living status, extracurricular activities, etc. It was reported in the Self-Study that students did researched on a specific college or university. This project connected students to the real world and allowed students to critically look at a school that they were interested in attending.

The VC observed Lincoln's Career and Technical Education (CTE) programs and believes they are the most effective courses in which students access real world experiences. The Lincoln FirePro program creates opportunities in which students practice real life simulations of rescue scenarios. Criminal Justice allows student to examine court cases and attend and participate in mock trials. The after school Mock Trial program gives students access to lawyers who are currently practicing, as well as mentorships with people working in the field of law.

Along with Mock Trial, Lincoln's other after school programs such as Lincoln Leaders and MEChA are powerful entities that draw social awareness and activism. These spaces offer guest speakers with much knowledge and opportunities for real world social community projects and experiences.

There are many opportunities for students to become involved with community projects, internships, and other real word experiences with post-secondary applications including: Lincoln's College and Career Center, Cal-Soap, andthe partnerships with SDSU Talent Search, UCSD WAHUPA, Upward Bound, and Aaron Price Scholars.

The Senior AVID teachers along with the Criminal Justice teacher have also organized college fairs as well as career fairs, allowing students to make connections and gain knowledge about their chosen college or career.

During senior year, every student takes the Government/Econ class. During this class, students participate in a month long project on financial literacy that focuses on credit, banking, FICO, renting, buying a car, investment options and other important financial decisions and responsibilities that students will encounter when they leave high school.

Overall, students at Lincoln have opportunities to engage in challenging and relevant assignments and activities that are driven by Common Core as well as content standards. Classroom observations and student work samples prove students are completing standard-based, rigorous assignments that are culturally responsive tothe diverse student body. Students often read and write critically, work in collaborative groups to solve problems, and participate in discussions, though more consistency is needed. Many teachers post daily objectives and detailed agendas so students understand what is expected. Most teachers explicitly identify what all students should learn for each unit of study by implementing post-tests as well as standards-based common formative and summative assessments to ensure proficiency is reached. Teachers often differentiate both the process and the product in a lesson and use various forms of technology to ensure the students' needs are met, although this is not the case in every classroom.

Common Core Standards drive instruction in core classes. Some teachers assign rigorous projects and problem based assignments to challenge their students to think critically. While teachers understand that their role in the classroom is to facilitate the learning process, many classrooms are still teacher centered and feature direct instruction. Many teachers check for understanding by prompting student responses in the classroom and providing thoughtful feedback and necessary supports throughout a unit of study. Many classrooms come alive as students collaboratively discuss responses to essential questions, conduct hands-on research, revise assignments, and engage in projects that reflect contemporary issues. To an extent, students are given opportunities to synthesize and apply what they have learned and discovered by communicating and writing.

Students at Lincoln have an opportunity to go beyond the textbook and often work with technology in order to conduct research, complete assignments, and to communicate with teachers and peers. Some teachers have class websites to facilitate learning and communication to ensure students receive feedback on assignments. In some classes, students are exposed to online programs to enrich their understanding of concepts.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Students are involved in challenging and relevant work that is aligned with Common Core Standards.
- They have strong supports and partnerships with local colleges and universities to help student with college readiness.
- Teachers use current applications and programs to differentiate and support instruction. Category C: Standards-based Student Learning: Instruction:

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- More common assessments through all course-alike.
- More consistency across classrooms in rigorous instruction through the use of technology.
- More opportunities for student-centered, collaborative learning across all classrooms. More collaboration across all content areas and electives.
- Some teachers still use only direct instruction in classrooms.
- There is need to understand how to effectively use a block schedule to support student learning. For teachers to 90 minute lesson

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Parent meeting
- Focus meeting
- Student interviews
- Teacher interviews
- Discussions with leadership team
- Classroom observations
    - Special speakers
    - Video
    - 5 Word Summaries
    - Slide show presentations

- Labs
- Whole group discussion
- Webquest
- Exit tickets
- Equity sticks
- Notebooking
- Display boards
- Google Applications
- Google Classroom
- Direct Instruction
- Collaboration

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The use of acceptable assessment process is emerging but not yet formed. The school understands that with all the changes in curriculum and district mandates, they have not been able to establish a wide ranging assessment program. All teachers do have access to a data analysis program (Illuminate) and some teachers and administrators are using data to identify student needs but the regular review of data is not systemic. This is an area of growth that the school recognizes and have incorporated it into their action plan.

Student progress is monitored through the counseling department twice yearly and is based almost entirely on student grades. There is no teacher reporting system for at risk students but teachers will reach out to counselors through email to make referrals if they feel there is a need.

Counselors have individual meetings with all juniors and seniors to update their Academic Reviews and adjust schedules if students have failed classes.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

The English Department at Lincoln High School use effective formative and summative assessments due largely to the curriculum they use. The Math Department also uses a larger number of common assessments for Integrated Math 1 and 2, and they are developing more for Integrated 3. The remainder of the departments are at varying stages of developing or implementing common assessments. The staff recognize this as a need for growth and have expressed the desire to have additional time to develop assessments.

The staff is limited on their use of analyzing student work to guide instruction. They do modify and adjust curriculum on a regular basis to adjust to the wide range of skills among their students. Teachers, especially in the Special Education Department do a good job of differentiating curriculum in Collaboration classes but there is a recognized need to provide training for both the special education and the general education teachers on how to effectively teach in a collaboration or co-teaching model.

The counseling department through articulation meetings, gather information about the students progress and how their focus towards college or career may have changed. These changes are reflected in the students Academic Review. Students, particularly in the eleventh and twelfth grades are given one on one time with the counselors. At risk students meet with their counselors as well and the Middle College students have a regular review as well.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school uses a student information system (PowerSchool) to communicate assessment results as well as grades and attendance to the families. This is the primary source of information for the families and teachers are required to post grades eight times during the year. While not a contractual requirement, 85% of the teachers post to the program regularly with assignments and project grades.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

1. There is a strong PLC structure for English and math departments and emerging structures in the other departments
2. SRI data is collected at least twice a year and it is used to inform differentiated reading level of class texts and supports as well as course placement
3. Interventions for struggling students are built into the master schedule and curriculum and there is ample opportunity for students to remediate poor grades or accelerate through the 4x4 schedule

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

1. State and local assessment scores indicate that there is a need to remediate and prepare the majority of the students with basic skills because many students are not meeting standards

2. Teachers and staff need professional development and training on how to effectively analyze data to inform instruction
3. All of the content alike groups need to develop consistency in course alike common assessments so that they can ensure a rigorous curriculum for all students and meaningfully evaluate student progress
4. Their needs to be a more timely and effective method for notifying parents of student progress and grades in classes in order to identify and support students and give them time to correct their grade

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Focus Group Meetings
Parent Meeting
Student meetings
Counselor interviews
Leadership team interviews
State test scores

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

Lincoln provides opportunities for parents to become involved in their children's academic success by utilizing a variety of parent meetings and parent organizations, bi-yearly Back to School Night/Open House. Parent center which support the diversity of parents such as, the ELAC and Parent Teacher Student Organization (PTO) meet monthly to addresses needs of particular constituencies or culture and language difficulties. While parent groups meet regularly to address concerns specific to different cultural groups, there are not always translators for parents who speak a language other than English. The absence of a translator creates an obstacle for parents to be active participants in their student's educational process. Additionally, the Vertical Alignment meetings address the transition of students from elementary school. To help parents stay informed of school progress, the SDUSD has implemented a program called Power School to allow parents equal access to attendance, grades and student academic progress. New to the Lincoln "Hive" is the 4x4 Schedule model, allowing students to complete credits at a faster pace for student matriculation through high school. The 4x4 scheduling was initially a challenge for parents since they were not part of the decision making process due to a lack of inclusion and communication. Lincoln High School is considered the HUB of the community, and the district considered Lincoln to be a very high priority.

As a site, the Lincoln staff acknowledge that parent involvement plays a critical role in student learning and success within the classroom. Lincoln staff have created an inviting and welcoming environment, however, overall parent involvement remains low and remains low. Administration recognize that they need to strengthen the overall school to home communication with not only parents but also to staff and students.

One avenue of improving the school to home contact has been through the Parent Center, however more efforts through mailers, continued use of auto dialer, teacher/parent contact needs to be a priority. Highlights, currently in place. Coffee with the Principal, on the last Tuesday of each month, Parent Teacher Organization (PTO), meets the first Wednesday of each month in efforts to build relationships with staff, students, and parents. In addition, parents and community members are encouraged to attend and currently participate in Site Governance Team (SGT) and School Site Council (SSC). The Ethnic Studies course also holds a Parent Night once a semester with UCSD professors to introduce parents to the benefits of the course.

The Parent Center also offers computer classes for parents throughout the year, Teen Mental Health Awareness workshops for parents, Health Information meetings for parents, A-G Parent Workshops, Destination College information workshops for parents, Family Literacy classes for parents. However, communication with the parents through flyers, posters in the front office, Powerschool, and mailers needs to be prevalent and deliberate in order to raise parent awareness.

Other services and activities offered by the Parent Center include: ELAC (English Learner Advisory Committee) meetings, set up parent accounts for PowerSchool, a mentoring group, and Lincoln Leaders that meets every Thursday after school. Additionally, the Fire Pro Program offers after school workouts for students and families on Tuesday and Thursdays.

Teachers attempt to contact Lincoln High School parents and guardians each semester through emails, phone calls, and grade reports, all in an effort to keep them informed of their student's academic progress. However, creating a means for effective communication such as home visits, and mailers should be considered in order bridge the dialog gap between the students, staff, parents and community in English and in other languages as appropriate.

Information regarding student grades, attendance, and assignments is available to parents and students throughout the school year on PowerSchool, however, administration, counselors and staff recognize that not all parents and guardians have access to a computer or reliable internet in order to access this information and the staff at Lincoln needs to be more proactive in assisting parents in learning how to do so.

Counselors also attempt to reach out to parents about student progress to share student successes, as well as where they need to improve or may be credit deficient. If students are severely credit deficient, counselors send home letters to inform parents and guardians of these deficiencies. For students who are credit deficient or have issues affecting their academic achievement such as low attendance rates, counselors work with parents and students to create a plan to support the student in improving their academics. Parents and guardians are encouraged to reach out to counselors should they have concerns or questions about their student's academic progress.

Special Education Case Managers are responsible for supporting students with Individualized Education Plans (IEP). Case managers maintain contact with their students' parents and families, and send home regular progress reports about the student's progress. They meet with students. Case managers inform parents of their student's progress toward their IEP goals and of upcoming IEP meetings. Parents are also able to contact their student's case managers should they have any concerns or questions about their student's progress. Due to the high level of students needing Special Education services, PLC staff training needs to be implemented on a ongoing basis to assure quality services and also to meet the needs of students.

The Middle College resource teachers are working to re-establish relationships with community partnerships to provide internships for students. CTE courses also have internships for students in their capstone courses. CTE courses also invite numerous guest speakers from the professional world, to give students insight into connections between the introductory courses they are currently taking and careers in related fields.

Use of Community Resources

Students have access to many resources within the school and in the community. Some of these opportunities include student involvement in activities such as Lincoln Crew and Rotary Interact which help involve students in community events and volunteering. The Rotary Club also sends selected students on international trips to volunteer and learn about other cultures. At Lincoln, the students serve on the advisory board for the CARE Center, they are providing insight into youth related activities and events that would attract youth to the CARE Center. The CARE Center offers laptops, printing services, college preparation and tutoring. It also offers a safe space for youth to hang out, do homework, or look for jobs. They are working on developing a partnership with Lincoln to bring more students to the CARE Center. Career Technical Education classes engage community partners to come in as guest speakers. The Fire Protection Technology class regularly includes guest speakers from American Medical Response, San Diego City Fire Department, and the Miramar College Fire Technology Program Director. The

Criminal Justice classes have partnerships with San Diego Police and Communications Department, City of San Diego Human Resources, Department of Homeland Security professionals, local attorneys and judges, SAY San Diego and the National Conflict Resolution Center. The Engineering classes have a partnership with the National Society of Black Engineers, Women's Construction Coalition (WCC) of San Diego, and the San Diego Chapter of the American General Contractor's Association. NSBE supports job shadow days and WCC supports a lunchtime Engineering Club. The Multimedia class has guest speakers from NMC, KUSI and local college journalism programs. In the Government/Econ class for 12th graders, students are tasked to research, contact and invite actual practitioners from the community in a career they are interested in. Students develop networking skills and some community members continue mentoring students in college.

WAHUPA Upward Bound services 62 students at Lincoln. The mission of Upward Bound is to assist underrepresented low-income and first-generation high school students to succeed in postsecondary education. Upward Bound commits to providing students with the adequate preparation and real-world experiences to reach their full potential as college bound students. Services provided by WAHUPA include Academic Tutoring, advice and assistance in secondary and postsecondary course selection, assistance in preparing for college entrance exams and completing college admissions and financial aid applications, as well as guidance and assistance in secondary school reentry, GED programs, and other educational counseling. Additionally, WAHUPA provides instructional support in math, science, foreign language, composition, and literature.

The San Diego/Imperial County Cal-SOAP's mission is to provide information about post-secondary education and financial aid to elementary through high school students while raising their academic achievement levels. In particular, Cal-SOAP is committed to providing services to students from any of the following backgrounds: low income families, families in which they would be the first to attend college, schools with documented low eligibility or college participation rates or, geographic areas with documented low eligibility or college participation rates. Cal-SOAP provides students with college advisement, PSAT/SAT prep classes, College Application Workshops, Cash for College (FAFSA and Dream Act Application, college fairs & visits, and summer programs such as SWAG (Students With Academic Goals).

The Aaron Price Fellows program is another outlet for supporting student excellence and follows students through high school and into college. This program actively develops leadership skills and civic awareness. Students are exposed to civic engagement activities and career exploration that encourage academically strong students to participate in the civic process and return to their community for continued support.

E2. School Environment Criterion

Lincoln has seven Campus Supervision Aides (CSAs), four administrators (one lead principal and three vice principals), seven counselors, and a campus school district police officer who are tasked with supervising the students of Lincoln High School. There is site supervision on campus if there is a school sponsored event.

Evacuation and other emergency procedures are outlined in the Emergency Handbook. Drills are performed to ensure that staff and students know what to do in case of an emergency. Site Safety inspections are performed as required by the school district and City of San Diego. Although staff has been making an effort to improve overall attendance, it is an area that still needs to be improved. Further compounding this problem is the size ofthe campus which is over a quarter mile long from end to end. Any students still in the hallway after the tardy bell rings are sent to the office to get a tardy pass. The purpose is to send a message that it is important to get to class on time, but also to create an accurate record of which students are consistently late to class. After students receive a tardy slip from the office, they are to report directly to their classroom. Starting second semester, students with any combination of period absences, truancies, and/or tardies greater than 12 are placed on the LOP list. If students are on this list, they will not be eligible to attend extracurricular activities such as Prom, after school dances, etc. With this additional structure in place, students can report to classrooms and teachers can take attendance on PowerSchool and the LOP list is generated from the data available on PowerSchool. Students can check if they are on the LOP list via the Lincoln website by entering their student ID number. Students can clear absences/tardies in several different ways. They can attend after school tutoring on Tuesdays and Thursdays to clear an absence/truancy. Students can also clear tardies by attending a lunch session in Rm. 806, Monday through Thursday. Finally, theyalso offer Saturday School as an alternate way for students to clear their absences/truancies.

Criminal Justice Careers students began training students as community building circle facilitators in the 2015-2016 school year and ran biweekly community building circles in 9 different classes that school year and had a part-time Restorative Practices Specialist to coordinate the process. Students were trained again in the 2016-17 school year in hopes of mediating and mitigating any conflicts that may arise on campus. Additionally, students are running weekly circles in the Criminal Justice class and continue to be trained through this class, but no other student facilitated circles are occurring at this time as there is not a coordinator this year. In the fall of 2017, they welcomed a Pupil Advocate to the staff whose focus is to facilitate restorative justice practices and conflict resolution. His intended purpose is to support the ninth grade class.

Restorative Practice circles were conducted with each department during a prep period to start the conversation about what Restorative Practices may look like at Lincoln. These Restorative Practice circles and trainings will need to continue to fully promote cooperation from teachers, staff, administration, students and parents. Lincoln High School administration, counseling and teachers further needs to have a universal MTSS system that encompasses low level referrals and high level referrals that addresses behavior and academic concerns of students before restoration can effectively be useful and relevant. The system needs to be ongoing so that all stakeholders are included in the development process.

The district support staff works with counseling, restorative practices, and the Wellness Center to be proactive and to create grade level assemblies to inform students about bullying and prevention. When student enroll at Lincoln, the student and parent must sign a discrimination, harassment and bullying policy, acknowledging that they understand appropriate conduct at school. Students and parents are required to sign an internet usage and safety agreement, Technology/Network use Guidelines, before they are given access to the computers and the PowerSchool program. Most teachers require students to sign a safety and usage agreement before they can use the classroom devices. School/district mandated policies are posted in each classroom.

High Expectations/Concern for Students

The SDSD district Special Education department has recognized that a comprehensive schoolwide ongoing training needs to be implemented and monitored in order to address the needs of the Special Ed population. Lincoln has several Literacy Support classes to focus on reinforcing the instruction that ELD 1-2 students encounter in their mainstreamed English classes. The course makes curriculum from their ESL and Math classes accessible and serves as an opportunity for recursive exposure. Specifically, the course also looks to offer added assistance to Students with Interrupted Formal Education (SIFE). The course provides research based instructional programs attained by the Office of Language Acquisition, such as ELD Links and System 44 to supports literacy. Administration needs to also develop a comprehensive schoolwide ongoing training (PLC) for the staff in order to address of the ELD population. Lincoln staff offers an extensive variety of tutorial services such as teachers that tutor in their classrooms after school or during lunch for students who need extra support outside of the regular class period. In addition to tutoring in classrooms, tutoring is offered after school in the library on Monday, Tuesdays, and Thursdays. During these tutoring hours, approximately 2-4 teachers are available per day. On an average day, the tutoring in the library services about 15-38 students.

Students at Lincoln are recognized during assemblies that celebrate student success for academics excellence, citizenship, and athletes. In addition to these accolades, theyalso celebrate student acceptances into colleges during these ceremonies. Grade level assemblies have also served as a place for celebration. These assemblies are student led and students can receive awards for attendance, behavior, and other recognitions or awards from teachers. Senior Awards Night is organized by the senior advisor, counselors and administrators to recognize seniors who have been accepted to colleges, received scholarships, and demonstrated outstanding academics. History, English, and Spanish classes incorporate a variety of texts from authors with diverse backgrounds. Students are also encouraged to bring their own cultural perspectives to the classroom to enhance the learning for themselves and others. Clubs such as MEChA (Movimiento Estudiantil Chicax de Aztlan) and the ARSO (African Revolutionary Student Organization) allow students to gather and learn about their own culture (and those difference from themselves), as well as issues pertaining to the cultures today.

Atmosphere of Trust, Respect, and Professionalism

With the many changing in administration and staff, the students have developed a sense of trust, pride and respect for the administration and staff. Although Lincoln has had it challenges with safety in the past, student feel safe and embraced with a positive "Hive" spirit. With the constant change in staff each year, they recognize that it is important to continually work to build a family with new staff each year.

Although Lincoln staff are excellent with communication amongst their peers, a deliberate system needs to be in place to address the critical needs of communication from the principal (administration), to the staff, teachers parents and students such as a KIOSK, principal letter. During the 2016-2017 school year, a consistent meeting structure was developed to improve communication and collaboration among staff members. This structure has continued into the 2017-2018 school year. Additionally, the 4x4 bell schedule includes a shorter school day on Wednesdays to allow for planning and staff meetings. The first Wednesday of each month is a staff operations meeting in which the entire staff meets about topics such as school policies, upcoming events and important dates, reminders about marking period deadlines, and decisions that affect the staff as a whole. The second Wednesday consists of professional development breakout sessions; this year the emphasis has been on engaging English Learners in the classroom and preparing for WASC. The third Wednesday is reserved for PLCs within the department, where each department and/or PLCs get together to discuss common assessments, curriculum, and lesson planning. The fourth Wednesday is for additional meetings such as specific grade level content meetings, instructional planning, or extra department meeting time.

The Single Plan for Student Achievement (SPSA) is voted on and reviewed by the School Site Council (SSC) and the Site Governance Team (SGT) which are made up of certificated staff, classified staff, administrators, parents, community members, and students. This SPSA is directly linked tothe district's Local Control Accountability Plan (LCAP) and addresses the needs for improvement in EL classification rates, CAASPP proficiency rates, and graduation rates. To support improvement in these areas, the SSC passes a budget based on the LCAP and the funds from Local Control Funding Formula.

E3. Personal and Academic Support Criterion

Counselors from Lincoln have their first contact with incoming ninth graders in their current middle school where they do articulation. They create a four year plan based on their individual academic needs, concentrating on math and foreign language where their middle school credits are transferable to a high school. Once students arrive at Lincoln, they already have their schedules and are able to meet with their counselor one on one and continue with their progress towards graduation. Apart from academic needs, counselors also support students by identifying personal/social issues that affect learning including but not limited: Youth in Transition (homeless, doubling-up, foster youth, approximately 13% of current Lincoln population), IEP and/or 504 services, referrals to outside services such as mental health, substance abuse, and housing.

Counselors meet with ninth and tenth graders in classes as well as individually to make sure students are on track for graduation. Grade level meetings are held with parents to review the requirements for high school graduation, as well as college admissions. Students are also given the opportunity to meet with the counselor throughout the school year to review their transcript and their individual progress toward graduation. With an online program called Naviance, students, staff and families are able to monitor students' 4-Year Plans and reassess them each year.
Currently, Lincoln has six counselors and one head counselor for the Middle College. Two of the counselors are considered "Intervention Counselors" and focus on at-risk students. At the beginning of the 2017-18 school year, the intervention counselors were reassigned to special counseling projects and therefore the caseloads of the remaining 4 counselors were increased to approximately 470 per counselor. The counseling department is led by a Head Counselor and also includes a separate counselor who oversees enrollment and student progress in Middle College classes.

As counselors have completed their needs assessment surveys over the years, they have learned that some of the students have very low self-esteem or lack a true sense of pride for themselves as learners. This is a very profound challenge for us, but they do believe that building academic skills, coupled with strong social-emotional supports, will help students become more proficient academically.

There are numerous personal support services, activities, and opportunities at the school and within the community offered to all Lincoln High students. In a survey of 477 students, students averaged a score of 3.76 when ranking the following statement on a Likert scale from 1 (strongly disagree) to 5 (strongly agree): "I know where to get help (academic, health, emotional, etc.) when I need it."

Similarly, 70 staff responded to the statement: "Students have access to a system of personal support services, activities and opportunities at Lincoln High School." On a Likert scale of 1 (strongly disagree) to 5 (strongly agree), the staff overwhelmingly agreed with an average of 4.04. Students who need support in areas of mental health and other personal issues can receive many services at Lincoln through a referral from their counselor to the health center where they may receive the appropriate resources and supports at the school and within the community. They also have two school psychologists, one that is here full time and one that is here three days a week. Mental health professionals from the San Ysidro Health is also available to students; The San Ysidro Health has one staff member who is on campus from 8:30-11:30 and three staff members that come on differing days to provide more support. The yalso have a licensed mental health clinician with the district who is on campus four days a week. Students can also receive support from the school psychologist if they have suffered a loss through bereavement groups. Students who have been detained due to a drug or alcohol offense receive counseling through Vista Hill.

If the student has an IEP and it is determined by the IEP team to be necessary they receive services from County Mental Health, theyhave a full-time clinician who runs individual counseling sessions and group counseling sessions, as well as running a behavior intervention team. In total, the mental health departments at Lincoln provide services to approximately 800-

900 kids over the past two years. If the services they provide at Lincoln are not able to accommodate students' unique needs, they will refer them to resources within a five mile radius of the school for them to receive further assistance.

School counselors are also available to support students on a drop in basis, pending the availability of their schedule. While they are not able to provide long term counseling services to their students, they are able to deal with more benign issues and in many cases provide immediate counseling services to students in crisis. If needed, counselors can also make referrals to more appropriate services on campus in areas such as mental health.

Approximately 19% of Lincoln's population has an Individualized Education Plan. These students work with the case managers and counselors to create academic goals and they make a plan to reach these particular goals. Some students require support within the classroom in the form of a para-educator or co-teacher, while others only require consultation services. Students have access to their case manager should they need extra support in reaching their goals.

Students who do not require direct intervention but may benefit from additional assistance outside of their regular school day also have access to support services outside of the classroom. Students have access to tutoring after school in core classes, college club to help with applications, scholarships and other college related requirements.

Support and Intervention Strategies Used for Student Growth/Development

Currently classified second language learners comprise about 32% of all students at Lincoln High. Some may be classified as beginners and may require special instruction in English for an entire school year and will be part of the International Center. Other students have mastered enough of the language that they are now classified as intermediate or advanced learners. With appropriate scheduling from their counselor and special support from their English class, these students can participate in mainstream classes in other core subject areas and electives. The teachers in their classes are informed (via their class rosters) of their English Learner status and modify their curriculum accordingly to allow these students to participate fully in the class. Additionally, the site has implemented monthly professional development and peer observations in English Learner engagement strategies. Teachers implement these EL strategies to help support English Learners succeed in the classroom.

Students are able to use Edgenuity to make up missing credits. 205 students took advantage of this during the fall 2016 semester and 110 took advantage of this in the spring 2017 semester. In the fall of 2017-18, The Innovation Center opened in the library providing students a centralized space to take their Edgenuity classes. With the opening of the Innovation Center, students also have the option to take accelerated courses through iHigh. Students can also attend summer school, where in six weeks, they can remediate up to two credits. In addition, 5th period credit recovery sessions are offered in 10 week sessions several times a year. 5th period allows the student to recover the credit in a more traditional classroom format. Based onthe increasing graduation rate, these programs have been successful in allowing students to make up credits that they may have otherwise missed or not had the time to make up in a regular school day.

In addition to students having both an online teacher of record and an Innovation Center lab teacher, all students watch an 8 minute orientation video prior to starting the class. The Innovation Center teachers also have a process for onboarding new students, setting student goals and building rapport. The students are then monitored electronically via the Edgenuity dashboard daily. Students that drop below the acceptable passing level are addressed directly on the day they fall below the standard. The exception to this is students that do not attend an Innovation Center lab class. The lab teacher will send notes and phone calls to those students in order to encourage the students to attend the after school section. When students drop out of the online course they are placed in a seat based version or alternative class.

Teachers use a variety of instructional strategies and resources that address different learning styles for example annotation, thinking maps, manipulative, technology, visual aids.

Support Services and Learning – Interventions and Student Learning

Over the last six years, interventions and supports have been implemented in several different ways to determine the most effective and efficient way to support students in developing academically and emotionally. Currently, the positions of English Learner Coordinator, English Learner Coach, English Curriculum Coach, Math Resource Support Teacher, Restorative Practices Coordinator/Dean of Students, and several mental health providers support students in their academic development above and beyond the standard classroom teachers and education specialists. With the transition from middle school to high school there is some delay in placing students appropriately while counselors and case managers review student schedules to ensure proper placement in classes.

The English Learner Coordinator is responsible for ensuring compliance in EL assessment, placement, and supports. Additionally, the EL Coordinator, along with district EL Support Teachers, plans and facilitates site-wide professional development in utilizing engagement strategies in the classroom several times a year. The English Learner Coach provides additional supports to students inthe International Center by supporting their development in general education courses and phonics language development in a designated support class and pushing into their math class. The district facilitates professional development, participates in Professional Learning Communities, pushes into classrooms as needed. Furthermore, the English Curriculum Coach supported the roll out of the Scholastic Reading Inventory (SRI) across all English classes with data available to all classroom teachers on Lexile levels of students.

Advanced students (such as GATE) are challenged through a variety of options. Theyoffer honors classes as well as twelve AP courses. Students are also able to take college level courses through the Middle College program. Through AP courses and the Middle College, students are eligible to earn college credit. Students also have the option to take some AP classes through the Innovation Center if they are not offered in a traditional classroom setting at Lincoln.

The Math Resource Support Teacher has supported math teachers in building a common core curriculum and implementing weekly skills tests. Additionally, the Math Resource Support Teacher assesses students in math to determine areas of need for additional classroom support.

The Restorative ninth grade pupil advocate role includes responding to discipline issues and

facilitating mediations with student conflict and student/teacher conflict, coordinating a peer mediation program, helping with training and coordinating alternatives to detention.

Mental Health Providers provide both pull out and push in services. This includes bimonthly small groups of students that work on communication and coping strategies as well as push in supports to develop attention keeping strategies and coping mechanisms in the classroom environment.

If teachers have exhausted various interventions within their classrooms to help a student succeed and this is not working, the teacher can then meet with the student's counselor to request a Response to Intervention (RTI). A team is then administered, including the counselor and other support staff, and the team examines the student's' academic performance and any factors that may be affecting the student. A plan is then created to help support the student and this information is then disseminated to the student's teacher. If no progress is shown, a student may be referred for further evaluation for special education services.

During the 2016-2017 school year, in which Lincoln switched to a 4x4 schedule, most ninth and tenth graders were placed in year-long English and math courses if needed. The school was effective in creating opportunities for intervention including Power Up math support and Literacy Advancement Academy support. However, not all ninth and tenth graders need these supports, yet all were enrolled in them. Moving forward, adjustments have been made to the master schedule to allow for a more purposeful placement of students in intervention courses. While there was more thought and strategy in placing students in the appropriate semester long versus yearlong class, because schedule conflicts and staff issues, not all students were properly placed. They are working to remedy this and avoid this conflict next year.

Every student who is assigned to an Innovation Center lab course is assigned a laptop to use while in the class period. Internet access is available within the comfortable library classroom. An after school classroom is also available for students who would like to put in additional time. The opportunity to take online courses with the Innovation Center program is open to every student on the Lincoln campus.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

There has been a focus on walkthroughs throughout the various classrooms to assess the effectiveness of the new curriculum, Springboard, which was implemented at the beginning of the 2016-2017 year. There have also been monthly, strategic walk-throughs with the area superintendent, the district superintendent, and other district personnel to ensure that there are high expectations and rigorous coursework in each classroom. In order for Lincoln to make the changes it needs to grow in the area of effective teaching practices, they need to target specific areas for growth. The process needs to be ongoing, relevant with and meaningful reflective component added so all stakeholders are aware of the results..

Within the AP and Honors classes, the ethnicities on campus are disproportionately represented. There is a heavier amount of African-American and Asian students enrolled in AP and Honors classes, despite a higher number of Hispanic students on campus (67.9% of population). While they do have open enrollment for AP and Honors courses, and students are encouraged to challenge themselves, increased support and encouragement for Hispanic students to take these classes needs to be addressed. They currently have a partnership with EOS (Equal Opportunity Schools) which helps to ensure that AP participation rates reflect the student demographics of the school.

During the 2016-2017 school year, Lincoln implemented a 4x4 schedule in order to create less pressure within the semester because students would have four classes instead of six, while also giving opportunities for credit recovery within the scheduled school day. In the past students only options for credit recovery were to take Edgenuity classes, summer school, or extended day. While these options are still available to students, now students are able to make up classes during the regular school day in traditional classroom environment with a certificated content area teacher. Additionally, at the beginning of the 2017-2018 school year, Lincoln opened the Innovation Center. The goal of the Innovation Center is to give students a space to make up credits if needed or take additional credits that may not be offered by Lincoln.

Based on the information provided in the report through observations and conversations with multiple groups the Visiting committee found that there are various supports staff at Lincoln use to provide students with access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities

Many students are engaged in after school programs through IMIN (or ARC) which started at Lincoln in 2014. IMIN offers a variety of programs that fall under the umbrella of the following categories: academic, enrichment, physical activity, leadership, experiential learning, life skills, and career pathways to name a few. Some examples in each category include:
Academic - Tutoring, Credit Recovery, and College Readiness Club.
Enrichment - Urban Art Club, Korean Club, ASL Club, Canvas Club
Physical Activity – Adventure Club, Hornet Fitness Club, Futbol Club (Soccer)
Leadership - Lincoln Crew (Student Leadership Council, GOALS Club
Experiential Learning - Ceramics Club, GOALS Club, Adventure Club, CPR/FA Certification Workshops
Life Skills - Cooking Club, Drivers Ed, CPR/FA Workshops, BBQ Club
Career Pathways - Many of the clubs introduce employment fields for those who are interested in learning more about the trade, craft, or field. For example, the ASL club talks about the value of mastering the language to explore a career as an interpreter.

Circle of Friends is a school inclusion program for students with disabilities of all ages that establishes an understanding and acceptance of differences on school campuses and in community life, decreasing bullying and erasing the lines between disabled and non-disabled. Circle of Friends has 3 to 4 large events per semester which include activities such as holiday cookie making, dances, community service projects like letter writing to hospitalized children, field trips to museums, San Diego Zoo, Birch Aquarium, and The Air and Space Museum. General education students are involved and helping to be role models for the special education students during such activities. Some activities happen during lunch where Circle of Friends

general education students will interact with the students in a classroom dedicated to the support and teaching of the medically and physically challenged students. Some are severely disabled, having limited motor skills, and may need support to make a craft or gift to send home to their parents.

These after school activities facilitated by ARC and Circle of Friends reinforce academic skills such as reading, writing, speaking and listening. Students are able to practice the skills they learn in the classroom during these activities, and vice versa.

Lincoln High also offers a full athletic program for both boys and girls. Several sports teams have earned impressive accolades. Some of the accolades include: CIF Division 3 Football Champions (2012), CIF Division 5 Boys Soccer Champions (2014), CIF Division 4 Boys Volleyball Finalists (2014), CIF Division 5 Girls Soccer Champions (2017), CIF Division 3 Girls Basketball Champions (2017), and CIF Division 1 Boys Basketball Finalists (2017).Participation in high school athletics at Lincoln is contingent on maintaining satisfactory grades in both academics and citizenship. A minimum grade point average of 2.00 is required in both.

The students who are enrolled in a single online course are also taking regular classes during the school day at Lincoln. These students have access to the same clubs and extracurricular activities as those of their peers on the Lincoln campus.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- There are strong personal supports for students such as San Ysidro Health, nurses office, and school psychologist
- The students have a variety of options to make up classes or accelerate credits
- There are many opportunities for student involvement at lunch or after school in academic supports and activities such as clubs and sports

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- The school needs a wide-range Multi-Tiered System of Supports to address the wide range of student needs
- Teachers need more professional development in trauma informed care and MTSS, including restorative practices, to address the needs of the student population
- There is a need for training of Special Education/General Education collab teams and the entire staff in working with special education students
- The staff needs additional training in EL strategies
- The school needs a more systemic approach to maximize and balance resources to meet student's day to day needs
- There needs to be an implementation and expectations for new attendance policy for both staff and students

Important evidence about student learning from the self-study and the visit that supports these

strengths and key issues include the following:

Focus Group Meetings
Parent Meeting
Student Leadership meeting
Student ad-hoc meeting
Counselor interviews
Leadership team interviews
Classroom Observations

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength (list numerically)

1. Teachers, staff, and administration have cultivated a tremendous culture of support for Lincoln students and those students know and appreciate that support
2. The staff of Lincoln are on the correct path to move the school forward and allow students to excel
3. Lincoln High School is viewed as a hub for the community and the community takes pride in the school

Schoolwide Critical Areas for Follow-Up

1. The school needs stability in the administration and leadership that can continue to build the trust of the staff and the community and maintain continuity of their curriculum

2. The school needs to develop a comprehensive long-term Professional Development plan to address a wide range of needs on campus and regular check points to monitor progress

3. Lincoln has demonstrated that they have a clear understanding of the needs of their campus, they need the freedom to focus on one major issue at a time without pressure to implement multiple initiatives

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

Critical Academic Need #1: Lincoln High needs to implement and develop effective and functioning Professional Learning Communities across all content areas to focus on lesson design, understanding student intervention, revisit grading practices, and implementation of viable curricula.

Critical Academic Need #2: Lincoln High needs to have more common assessments given in course-alike classes to inform instructional practices based on data, and to deliver differentiated approaches that supports student learning and addresses student engagement through quality Tier 1 instruction across all contents.

Critical Academic Need #3: Lincoln High needs to improve our parent and community involvement to support a positive school culture and climate, and improve upon efforts in outreach and inclusion in order to better inform families of student progress, supports, and academic needs.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. To be successful, the school needs stability in the administration and leadership that can continue to build the trust of the staff and the community
2. The school needs to develop a comprehensive long-term Professional Development plan to address a wide range of needs on campus and regular check points to monitor progress
3. Lincoln has demonstrated that they have a clear understanding of the needs of their campus, they need the freedom to focus on one major issue at a time without pressure to implement multiple initiatives

Chapter V: Ongoing School Improvement (1–2 pages)

The action plan addresses all of the critical areas of need that were identified by both the visiting committee and the school in their self-study. The VC encouraged the school to develop a more robust PD plan and the school was very open to the suggestion and they had begun to incorporate many of the suggestions from the VC into the action plan.

The schoolwide action plan adequately addresses the critical areas of need in all of the academic areas. There is a concern over parent involvement in the school however, based on information from the parent and student meetings and the input from the school leadership team, the VC was not able to identify methods to improve parent involvement that that school was not already attempting. The overall suggestion from the VC in this area was simply to continue and don't be frustrated by the lack of return.

The action plan will enhance student learning by addressing the areas of need for the teaching staff, particularly in the area of Professional Development in instructional strategies. The plan incorporates all of the major initiatives that the school has the capacity to carry out. The VC was careful to caution the school to use a "triage" approach as they implemented their PD plan so that they could address the greatest needs affecting student learning first so that they avoid being distracted by other, less important areas to overall student achievement. The action plan is feasible within the existing resources and there is no doubt from the VC that the staff and site administration are committed to the success of the plan.

The most poignant factor that will support school achievement at Lincoln is the commitment of the staff. The teachers at Lincoln take a great deal of pride in being present for their students and making the curriculum accessible to their students. The only deficiencies noted by the VC had to do with a lack of training for the teachers, never a lack of desire on the part of the staff members.

The greatest impediment that school will need to overcome is the fractured relationship between the school community and the district. Based on various actions at the district level, there is a tremendous amount of distrust from the local community and the school is in the crossfire between the two factions. It is important to note that the local community does not hold the school responsible for the actions of the district that have led to the mistrust and they are working with the school to mend those relationships.

The follow up plan is sound as it relates to the ongoing implementation of the action plan. The school is learning to use data to support their conclusions about student learning and, as this one of the areas the school has identified as a need for PD, the VC feels strongly that they will be able to accurately measure the progress of their plan.