

Single Plan For Student Achievement

For School Year 2007-08

Lincoln High

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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:

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District: Lincoln Unified

The District Governing Board approved this revision of the School Plan on 1/14/2008

Single Plan For Student Achievement

About this School

Founded in 1954, Lincoln High School is the sole comprehensive high school in Lincoln Unified School District. Located in northwest Stockton, the school serves an ethnically and socio-economically diverse population of 2,650 students. Lincoln High is accredited by the Western Association of Schools and Colleges (WASC) and has long maintained a strong reputation in the area for excellence in its various curricular and extra-curricular programs. Lincoln High completed a self-study/program quality review for its accreditation by WASC in October 2003. As a result of this review, Lincoln High School was granted a six-year accreditation through the year 2009, with a three-year review of the major recommendations in 2006.

Lincoln High School offers students the flexibility of choosing one of three schedules for attending classes. Students either attend periods 1 – 6 (7:20 am-2: 00 PM), periods 2-7 (8:20 am-3: 00 PM), or periods 1-7 (7:20 am – 3:00 PM). The school day is shortened for students by one hour on Mondays in order for LHS personnel to meet, learn, and collaborate with one another.

For the student interested in pursuing college after graduation, there is a traditional college preparation program offered through a variety of options. Students may choose traditional classes or more project-based classes in some of the major academic areas. These choices are enhanced by honors classes in math and Spanish and Advanced Placement (AP) courses sponsored by the College Board. These AP courses include: English Language and Composition, English Literature, Spanish, Calculus AB, Statistics, Studio Art, Chemistry, Biology, World History, United States History, American Government and Computer Science. These articulated classes give students the opportunity to earn CSU and UC credit by earning a passing score on the AP test. Several courses, including but not limited to Anatomy/Physiology, Biology, Careers with Children, Computer Networking, Drafting, and Architecture can be taken for San Joaquin Delta College (SJDC) credit because of a 2+2 articulation agreement granted by the college for these courses.

This broad and varied curriculum is strengthened further through an extensive visual and performing arts program. Student art is exhibited in a variety of local shows and upon graduation students are prepared to attend the best art schools in the country. Our band, orchestra and choral students annually win recognition through county, state and national honor band, orchestras and choirs. Our marching band, the largest in the county, annually competes in about five band reviews, hosts 45 schools in our own band review and has participated three times in the Pasadena Rose Bowl Parade. An active and dedicated Music Boosters organization exists to support our band, orchestra and choral programs.

Students interested in technical preparation also find a welcome home at Lincoln High. In recent years unprecedented effort has been invested in establishing new courses in construction, engineering, sheet metal, and floriculture and small business management. Through the 2 + 2 articulation program, successful students in Lincoln High classes receive SJDC credit, thus shortening the process of obtaining technical certification from that college. Our students regularly win recognition in business and industrial arts competitions. In each of the past three years, students have won awards for industrial arts at the California State Fair, including Best of Show. Our drafting teacher, Mr. Jeff Wright, was honored as California's Teacher of the Year during the spring of 2001. Plans are underway for the construction for a brand new Career Technical Education (CTE) facility to house our planned Engineering and Construction Academy. This academy and facility are being funded by our successful CTE Facility application, awarded in August, 2007. The academy programming will begin in the 2007-08 school year; the new facility will open in August, 2009.

Lincoln High School offers a comprehensive counseling program with eight counselors. Each counselor works with approximately 325 students. This compares favorably to California's state average of 471, but is well below the American School Counselors' Association's recommended ratio of 250:1. This counselor to student ratio gives them the opportunity to influence our students' journeys through high school, so that they may be productive ones. We strive to involve parents in decisions affecting their student(s). Parents are included in the process of their child's education through The LINK (the school's newsletter), special mailings, regular mailings (report cards and progress reports), parent information evenings, phone calls, personal meetings with teachers, annual Academic Review meetings with counselors and the school's web site. Parents can read the Daily Student Bulletin, access their student's attendance, grades and personal information records, and email with their child's teachers via this web site.

A full array of extra-curricular programs including student leadership, ethnic and social clubs, service clubs, academic-related clubs, and a full interscholastic sports program for boys and girls is available to all students. There are 36 clubs, Student Council, drill team, spirit squad made up of a cheer and dance team, and a Naval Jr. ROTC unit. Community service is an important component for each club. Nearly 500 students participate in athletics at LHS.

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There are 12 men's teams in which wrestling, football and badminton are co-educational and 10 women's teams. All teams are supported by a strong booster organization. Our speech and debate team regularly places in the top five of our league and routinely qualifies for state and national tournaments.

English Language Development (ELD) programs are provided to Limited English Proficient students to ensure their equal access to the core curriculum. A fully staffed Multilingual Center provides support services to teachers, students and their families. Outreach workers make contact with and translate for families on issues ranging from attendance to grades to discipline. A full-time resource teacher for ELD coordinates professional development for classified and certificated staff, curriculum, and English Language Advisory Committee meetings.

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

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Classroom curriculum and materials are aligned to grade-level standards. Classroom instruction is aligned to grade-level standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

All classes have grade-appropriate instructional materials. Math classes that address below-grade level standards have materials aligned to those standards. Specific intervention programs for these classes are being researched for adoption by the end of the current year.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Site funded professional development is focused on three areas: the development of common standards-aligned assessments for each course; the analysis of the data that comes from giving those assessments; professional development designed to address the needs of our teachers.

4. Services provided by the regular program to enable under-performing students to meet standard:

All classroom teachers provide additional support and instruction for under-performing students at lunch and/or after school. Some teachers are able to differentiate their instruction within the parameters of the course standards. After school tutoring is provided four times a week in English/Language Arts (ELA) and mathematics and science, and two times a week in social science. Most under-performing students in mathematics are required to take a second period of mathematics to provide additional instruction and homework support. Under-performing 9th grade students in ELA who do not have a negative behavior or attendance history are enrolled in an Academic Literacy class. Under-performing students meeting specific criteria are enrolled in AVID. Junior and senior students who have not passed the CAHSEE are required to take the math or ELA CAHSEE prep course, or both.

5. Services provided by categorical funds to enable under-performing students to meet standards:

EIA funds are used to provide outreach worker support, translation for parents and students, professional development to train teachers in specific strategies designed to support under-performing students, and needed materials to use these strategies. These strategies and programs include 6 Traits of Writing, Read Naturally, Reading Plus and Rosetta Stone for English.

SIP funds are used to fund professional development, materials and equipment, and field trips designed to provide opportunities to meet the needs of our under-performing students and Board adopted goals.

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6. Use of the state and local assessments to modify instruction and improve student achievement:

State and local assessments are reviewed at the beginning of each year and used to identify areas of improvement for the coming year. Benchmark assessments that can be used to determine student progress during the year are being developed for each course. Student scores on CST tests are being used to determine student placement in courses designed to remediate or accelerate student learning.

7. Number and percentage of teachers in academic areas experiencing low student performance:

The district does not publish data on the number of and percentatge of teachers experiencing low student performance. However, LHS administrators are provided with the data for each of their teachers and are expected to address the data with them through their goals and classroom observations.

8. Family, school, district and community resources available to assist these students:

Lincoln Latin Leadership is a group of students, parents and educators formed specifically to support the academic achievement of our Hispanic/Latin students. This group meets monthly at district elementary schools in order to build awareness and parent participation while students are young, so their chances of being successful at the high school level are dramatically increased. A similiar support group for our African American students is in the preliminary planning stage. English language classes are being provided for our non-English speaking parents.

9. School, district and community barriers to improvements in student achievement:

No school or district barriers are perceived at LHS.

However, there exists a negative perception and attitude about the importance of STAR test results among a portion of our community. This appears to have negatively impacted the performance of some of our students on the STAR tests. It is not yet possible to draw an accurate conclusion about our students' actual achievement given the number of test waivers and random test-bubbling that occurred last year.

10. Limitations of the current program to enable under performing student to meet standards:

LHS does not have the staffing needed to provide a second class of support in mathematics and ELA for every student scoring at the below basic and far below basic levels.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Students in all significant subgroups showed tremendous growth except for those in the white subgroup. The work our staff is doing to align their instruction to standards, raise expectations for student performance, maximize instructional time, and address the personal challenges facing many of our students has paid off. Our white students lost twenty points, when our African American students gained 32 points, SES and Asian students gained 23 points, and special education students gained 25 points suggests that students in the white subgroup did not attempt to demonstrate all that they had learned via the STAR tests.

School Goals for Improving Student Achievement

Mathematics

Increase Proficiency in Mathematics

All students will reach their highest academic potential in mathematics.

Reading/Language Arts

Increase Proficiency in English/Language Arts

All students will reach their highest academic potential in English/Language Arts (ELA).

School Climate

School Climate

All students will learn in a safe and secure learning environment in which diversity is respected, and parents and other stakeholders are provided a variety of opportunities to be involved.

WASC

Expected Schoolwide Learning Results (ESLRs)

All students will reach their highest academic potential as a Productive citizen, Resourceful producer, Independent learner, Decision maker, and Effective communicator (PRIDE).

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Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Increase Proficiency in Mathematics

Goal Statement

All students will reach their highest academic potential in mathematics.

Student Group

All students, including those who are White, African American, Asian, Hispanic, English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities and GATE.

Performance Gains

The percentage of white students scoring proficient or advanced in mathematics will increase from 53.3% to 58.3% by Spring 2008.

The percentage of African-American students scoring proficient or advanced in mathematics will increase from 31.9% to 41.9% by Spring 2008.

The percentage of Asian students scoring proficient or advanced in mathematics will increase from 50.0% to 55.0% by Spring 2008.

The percentage of Hispanic students scoring proficient or advanced in mathematics will increase from 36.6% to 46.6% by Spring 2008.

The percentage of English Language Learners students scoring proficient or advanced in mathematics will increase from 31.8% to 41.8% by Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient or advanced in mathematics will increase from 35.4% to 45.4% by Spring 2008.

The percentage of Students with Disabilities scoring proficient or advanced in mathematics will increase from 7.3% to 17.3% by Spring 2008.

Means Evaluating

District benchmark assessments
Curriculum embedded assessments

Group Data

Mathematics baseline and continuing data provided by CST math scores.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: All course pacing guides will be revised to identify the standards addressed in each unit.

Measures: Completed pacing guides

People Assigned: Course-alike team leaders and members

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Teacher release time	\$5,000.00

Single Plan For Student Achievement

Increased Opportunities

Means of Achievement: Increased educational opportunity

- Tasks:**
- Require enrollment in a second period of math support for the bottom two-thirds of students enrolled in General Math 2.
 - Provide after-school tutoring for students in danger of failing their math class and for all students seeking additional assistance.
 - Require all junior and senior students who failed the math portion of the CAHSEE to enroll in a Math CAHSEE support class.
 - Develop a mathematics class that aligns with the standards of the new Construction and Engineering Academy and addresses the content and standards of General Math 2.
 - Increase the number of students prepared to enroll in calculus by replacing the Trigonometry/Statistics class with Precalculus.
 - Provide a supported IMP/Algebra 1 class for special education students who are pursuing a high school diploma. A mainstream math teacher will teach the class with collaborative support from a special education teacher and a paraprofessional. Each student will also take an additional period of math support taught by the special education teacher with support from a paraprofessional. The special education teacher will be responsible for implementing all appropriate accommodations and modifications specified in each student's IEP.
 - Provide a supported General Math 1 class for special education students. A mainstream math teacher will teach the class with collaborative support from a special education teacher and a paraprofessional. The special education teacher will be responsible for implementing all appropriate accommodations and modifications specified in each student's IEP.
 - Provide an SAT test prep course in the evening for all interested students.

- Measures:**
- Number of students enrolled in math support classes
 - Increased CST scores of enrollment students
 - Number of students enrolled in CAHSEE math classes
 - CAHSEE passage rate
 - Master schedule
 - Attendance rosters at tutoring and SAT test prep course

- People Assigned:**
- Vice principal responsible for developing master schedule
 - Counselors responsible for scheduling students
 - Teachers assigned to after school tutoring
 - Special education teacher and paraprofessional assigned to the supported math classes

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Extended Day	Hourly Rate for Tutors	\$10,000.00
Broadening Educational Possibilities (BEP)	SAT Test Prep Course	\$14,000.00

Single Plan For Student Achievement

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: LHS teachers will actively participate in and make purposeful use of the strategies taught in the training provided through the LAMP grant.

Teachers will collaborate in course-alike teams two times per month to discuss and analyze math pedagogy.

Representative teachers will attend the annual Asilomar math conference in order to review new publications available for adoption.

Teachers will participate in the annual Come On Math training to expand their knowledge of math content and pedagogy.

Measures: Number of teachers participating

Lesson observations that identify implementation of new strategies

People Assigned: LAMP Coaches
All LHS math teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Conference Registration and Substitutes	\$4,000.00
LAMP Grant	LAMP Summer Training	

Development of Common Assessments

Means of Achievement: Monitoring program implementation and results

Tasks: All district teachers of Algebra 1 will give the district benchmark assessments and meet to review and analyze the results of those assessments.

Teachers of General Math 2 will develop 3 standards-aligned benchmark assessments using the Data Director test item bank.

Teachers of geometry and Algebra 2 meet twice monthly to collaboratively develop their unit assessments. These assessments will be added to Data Director, so the analysis component of the program can be used to analyze the results of these assessments.

Measures: Meeting attendance
Analysis of assessment results
New General Math 2 benchmark assessments

People Assigned: All Algebra 1 teachers
Site administrators
General Math 2 teachers
Teachers of geometry and Algebra 2

Start Date: 8/22/2007

End Date: 6/5/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Teacher Release Time	\$2,000.00

Adoption of New Textbooks

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

- Review and recommend a new Algebra 1 textbook.
- Reivew and recommend a new Algebra 2 textbook.
- Review and recommend a Precalculus textbook.
- Evaluate results of this year's pilot process of two General Math 2 textbooks, and complete adoption recommendation process.

Measures:

- Textbook adoption recommendations
- CST results

People Assigned: District Textbook Adoption Committees
 General Math 2 teachers, principal, assoc supt for Ed Services
 ELD and special education teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
State Instructional Materials Fund	Purchase of new textbooks	\$100,000.00

Support for GATE

Means of Achievement: Auxiliary services for students and parents

Tasks:

- Ensure academic challenge for all GATE students by providing access to a rigorous honors schedule and College Board approved Advanced Placement courses, including but not limited to Statistics, Calculus AB, Chemistry and Biology.
- Work with the district GATE coordinator to provide and advertise meetings of the GATE Advisory Committee, parent newsletters and parent workshops.

Measures:

- CST Scores
- Increased number of students enrolled in higher level math courses
- AP test results

People Assigned: Math teachers
 AP teachers
 Principal

Start Date: 8/22/2007

End Date: 6/5/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Increase Proficiency in English/Language Arts

Goal Statement

All students will reach their highest academic potential in English/Language Arts (ELA).

Student Group

All students, including those who are White, African American, Asian, Hispanic, English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities and GATE.

Performance Gains

The percentage of white students scoring proficient or advanced in ELA will increase from 62.5% to 67.5% by Spring 2008.

The percentage of African-American students scoring proficient or advanced in ELA will increase from 35.2% to 45.2% by Spring 2008.

The percentage of Asian students scoring proficient or advanced in ELA will increase from 57.0% to 62.0% by Spring 2008.

The percentage of Hispanic students scoring proficient or advanced in ELA will increase from 42.0% to 50.0% by Spring 2008.

The percentage of English Language Learner students scoring proficient or advanced in ELA will increase from 33.6% to 43.6% by Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient or advanced in ELA will increase from 36.5% to 46.5% by Spring 2008.

The percentage of Students with Disabilities scoring proficient or advanced in ELA will increase from 7.5% to 17.5% by Spring 2008.

Means Evaluating

District benchmark assessments
Curriculum embedded assessments
Learning Record portfolio

Group Data

ELA baseline and continuing data provided by CST ELA scores.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: Replace current junior/senior English classes with fully aligned English 11 and English 12 classes

Review and recommend an anthology series for all English classes to supplement the use of core and extended literature.

Measures: Master Schedule

Recommendation of new anthology series

CST scores

Learning Record

Benchmark assessments

People Assigned: All English teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
State Instructional Materials Fund	Purchase of new textbooks	\$50,000.00

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Increased Opportunities

Means of Achievement: Increased educational opportunity

- Tasks:**
- Provide after school tutoring four times per week for all students seeking additional assistance and require students in danger of failing to attend at least two times per week.
 - Schedule meetings with counselors for all students, grades 10-12, who do not pass the CAHSEE.
 - Require students who fail the CAHSEE ELA test to take an ELA CAHSEE Prep course aligned with the CAHSEE standards.
 - Teach targeted CAHSEE vocabulary in all English 9, English 10, ELD and special education classes.
 - Implement the AVID program by adding one class of ninth graders during the 2007-08 school year.
 - Plan for a second section of AVID, train teachers and student tutors, purchase needed instructional materials and visit 8th grade sites for a new group of incoming ninth graders.
 - Offer as many sections of Academic Literacy as possible for incoming ninth graders whose CST scores are Basic to teach reading skills needed for reading high school textbooks, study skills, and writing skills.
 - Develop an English class that aligns with the standards of the new Construction and Engineering Academy and addresses the content and standards of English 9 and English 10 for students enrolled in the Career Technical Education (CTE) Academy.
 - Provide a supported English 9 and 10 course for all Resource Specialist students in the mainstream. A mainstream English teacher will teach the class with support from a special education teacher and paraprofessional. The special education teacher will be responsible for implementing all appropriate accommodations and modifications specified in each student's IEP.

- Measures:**
- CAHSEE prep course enrollment
 - Increased percentage of first-time passage rate on the CAHSEE
 - Tutoring attendance logs
 - Master Schedule
 - CST scores
 - Disaggregated CST scores for AVID students

- People Assigned:**
- CAHSEE teachers
 - CAHSEE tutors
 - Counselors
 - English 9 and 10 teachers
 - Special education teachers
 - AVID teachers
 - Academic Literacy teachers

Start Date: 8/22/2007

End Date: 6/5/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	AVID training for teachers	\$6,000.00
State Lottery Funds	AVID curriculum	\$4,000.00
Extended Day	Hourly rate for tutors	\$7,000.00
Athletic Boosters	Hourly rate for tutors	\$3,000.00

Professional Development

Means of Achievement: Staff development and professional collaboration

- Tasks:**
- Expand our site's leadership of Reading Apprenticeship (RA) by sending two RA literacy coaches to the RA Leadership Summer Institute.
 - Literacy coaches will provide their departmental colleagues with support and training in the use of the RA routines at least once a month.
 - Literacy coaches will meet three times during the year to collaborate with one another and to establish the agendas for monthly department meetings.
 - Administrators will observe for and provide feedback to teachers as they implement RA routines as a means of monitoring their use in all departments, except P.E. and mathematics.
 - Build collaborative teams for teachers of Academic Literacy, English 9 and Geography/Psych/Health with common prep periods, so they can discuss and analyze their students' work and progress. Be attentive to the limitations and restrictions this may cause in the building of the master schedule and the scheduling of students.
 - Train all new teachers in the principles and routines of Reading Apprenticeship.
 - All English teachers will meet once a year to moderate their scoring of the Learning Records.
- Measures:**
- Department meeting schedules and agendas
 - Materials developed and sign-in sheets for meetings of literacy coaches
 - Materials developed and sign-in sheets for RA training of new teachers
 - Master schedule
- People Assigned:**
- Literacy coaches
 - Literacy coach leaders
 - Administrators
 - English 9 and 10 teachers
 - Academic Literacy and geography teachers
 - All English teachers
 - New teachers in all departments, except P.E. and mathematics
- Start Date:** 8/22/2007
- End Date:** 6/5/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Summer Institute Leadership Training	\$7,000.00
School Improvement Program	RA training for new teachers	\$4,000.00

Learning Record

Means of Achievement: Monitoring program implementation and results

Tasks: Correlate Learning Record scores to CST ELA scores
Use Learning Record to identify students' areas of weakness and strength

Measures: Learning Record scores
CSTs

People Assigned: English teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Support for English Language Development

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Implement 6 Traits of Writing techniques
Implement Read Naturally
Implement Reading Plus
Implement Rosetta Stone (English)
Provide professional development to teachers in each of the areas above

Measures: CELDT scores
Student progress through the levels of Read Naturally, Reading Plus and Rosetta Stone
Rubrics of 6 Traits of Writing

People Assigned: ELD Teachers
Multilingual Center staff
ELD Resource Teacher

Start Date: 8/22/2007

End Date: 6/5/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Books and Materials	\$10,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Professional Development	\$15,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Equipment	\$22,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$25,000.00

Support for GATE Students

Means of Achievement: Auxiliary services for students and parents

Tasks: Ensure academic challenge for all GATE students by providing access to College Board approved Advanced Placement classes, including but not limited to Language and Composition, Literature and Composition, and Spanish.

Schedule clusters of GATE students in English 9 and 10 courses.

Work with the district GATE coordinator to provide and advertise meetings of the GATE Advisory Committee, parent newsletters and parent workshops.

Measures:

- CST Scores
- Enrollment in each course
- AP test results
- Students' schedules
- Schedule of GATE Advisory meetings and parent workshops
- Samples of GATE newsletters

People Assigned: AP teachers
Principal
Assistant Principal
Student schedules
District GATE coordinator

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
GATE	Parent Communication	\$3,000.00

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Goal: School Climate

Goal Statement

All students will learn in a safe and secure learning environment in which diversity is respected, and parents and other stakeholders are provided a variety of opportunities to be involved.

Student Group

All students and their families, including those who are White, African American, Asian, Hispanic, English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities and GATE.

Performance Gains

The total number of days of suspension will decrease by 5% from 2,076 days to 1,976 days.

Average Daily Attendance will increase school wide from 94.43% to 95%.

The graduation rate will increase by 3%.

PTSA membership will achieve its goal of 300 plus members.

Attendance at PTSA Parent Connection meetings will increase to an average greater than 50.

Means Evaluating

Suspension records

ADA reports

Graduation rate

PTSA membership roster

Attendance at informational meetings for parents and students

Group Data

Baseline data from PowerSchool for attendance, discipline, and graduation rates

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Description of Specific Actions to Improve Educational Practice

Safety and Security

Means of Achievement: Auxiliary services for students and parents

- Tasks:**
- Contract with Kanine Interdiction Detection Services (K.I.D.S.) to visit the LHS campus two half days per month to deter students from bringing alcohol, illegal substances and weapons to school.
 - Provide Point Break workshops for all sophomore students.
 - Require all students to wear their student ID badge on a school-approved lanyard every day.
 - Implement LINK Crew for all incoming freshmen.
 - Schedule two periods of Peer Mediation and provide training for peer mediators in a process designed to diffuse tension and anger, and teach anti-bullying strategies.
 - Initiate meetings with counselors for students at risk of failing, substance abuse, truancy and/or violence.
 - Schedule two lock down drills and two fire drills during the year.

- Measures:**
- Reports of K.I.D.S. visits
 - Point Break schedules and evaluations
 - Power School log entries
 - LINK Crew schedule of activities
 - Peer mediation logs
 - Lock down and fire drills reports

- People Assigned:**
- Principal
 - Assistant principals
 - School counselors
 - Student Service Center Secretaries
 - LINK Crew Advisors
 - Lead Custodian

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Point Break	\$14,000.00
School Improvement Program	K.I.D.S.	\$3,000.00
AB825 Block Grants	LINK Crew Advisor Summer Pay	\$2,500.00
AB825 Block Grants	LINK Crew Key Note Speaker	\$3,000.00
AB825 Block Grants	ID Badge Materials and Equipment	\$3,500.00

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Parent Involvement

Means of Achievement: Involvement of staff, parents and community

- Tasks:**
- Select topics for Parent Connections meetings that meet the needs of our parents.
 - Support Window on Your Future activities, including classroom speakers, resume development and mock interviews.
 - Support the activities of Athletic and Music Boosters organizations.
 - Schedule AB 1802 school guidance meetings with all students and parents, when possible.
 - Schedule meetings with 9th grade students and their parents prior to the start of their 10th grade year to review the student's goals and develop a plan that will ensure the student's attainment of those goals.
 - Provide opportunities for parents to learn more about how to support their children as students at LHS through events such as, but not limited to, Back to School Night, College Night, Financial Aid Night, Curriculum Fair, Connect-Ed phone calls, Power School and student performances.
 - Provide information and support to parents about scholarships, the college application process, and interest inventory programs for students, as they strive to determine their options for life beyond high school.

- Measures:**
- Membership rosters
 - Meeting minutes
 - Event attendance
 - LINK Parent Newsletter
 - Schedule of 10th grade counseling appointments

- People Assigned:**
- PTSA co-president and committee chairpersons
 - Booster presidents and chairpersons
 - School counselors
 - Educational Planning Center staff

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
PTSA	Window on Your Future	\$3,000.00
PTSA	Parent Connections Speakers	\$500.00

Single Plan For Student Achievement

Parent Support Groups

Means of Achievement: Involvement of staff, parents and community

Tasks:

- Support Lincoln Latin Leadership activities
- Hold quarterly English Language Advisory Committee (ELAC) meetings
- Hold GATE Parent Advisory meetings
- Establish ELAC representatives to School Site Council
- Advertise PTSA membership opportunities in the monthly LINK newsletter
- Establish a working relationship with the African American Baptist Pastors and Ministers Alliance in order to expand community support for our African American students.
- Support the fund raising activities of Broadening Educational Possibilities (BEP) and the implementation of their goal to provide an on-site SAT Prep course.
- Strive to increase diversity among the parent representatives on School Site Council.

Measures:

- Lincoln Latin Leadership calendar
- ELAC meeting schedule and minutes
- School Site Council minutes
- Enrollment in SAT Test Prep courses

People Assigned:

- District Superintendent
- Principal
- Advisors to Lincoln Latin Leadership
- Multilingual Center Resource Teacher
- Assistant Principal/evaluator of ELD department
- LHS GATE Coordinator

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, State Compensatory Education	Lincoln Latin Leadership	\$7,600.00

Single Plan For Student Achievement

Goal: Expected Schoolwide Learning Results (ESLRs)

Goal Statement

All students will reach their highest academic potential as a Productive citizen, Resourceful producer, Independent learner, Decision maker, and Effective communicator (PRIDE).

Student Group

All students including those who are White, African American, Asian, Hispanic, English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities and Gifted and Talented (GATE).

Performance Gains

80% of students will demonstrate attainment of this goal.

Means Evaluating

Assessment tools

Percentage of students completing UC/CSU entrance requirements

Number of students enrolled in two or more years of sequential instruction in CTE courses.

Group Data

Baseline data for newly developed assessment tools

CBEDS Enrollment Report

Description of Specific Actions to Improve Educational Practice

Assessment of ESLRs

Means of Achievement: Monitoring program implementation and results

Tasks: Revise ESLRs as necessary to build in an assessment component that communicates progress towards each of the ESLRs.

Measures: Identification of assessments for each ESLR

People Assigned: WASC leadership team

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

WASC Self-Study Report

Means of Achievement: Monitoring program implementation and results

Tasks: Identify the five Focus Group chairs and members involving all staff members, student and parent representatives.

Develop WASC Leadership Team, composed of Focus Group chairs, co-coordinators, principal and administrative representative, parent and student representatives.

Analyze student performance data and develop action plans to address the data, using the rubrics provided in the WASC document, "Focus on Learning."

Correlate self-study report with the School Plan.

Measures: Completion of Chapters 1, 2 and 3 during the 2007-08 school year

People Assigned: 2 WASC Co-coordinators
Principal
WASC Leadership Team

Start Date: 11/1/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Co-coordinators Stipend	\$3,000.00
School Improvement Program	Staff Retreat	\$15,000.00

Construction and Engineering Academy

Means of Achievement: Alignment of instruction with content standards

Tasks: Develop course content for construction math and academy English aligned with CTE standards and content standards for math and English.

Include course descriptions for both courses in the course catalog.

Enroll students in both courses for the coming year.

Measures: CST scores

Master Schedule

Number of students enrolled in academy classes

People Assigned: Academy teachers
Principal
Vice principal
School counselors

Start Date: 11/1/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Advanced Placement Courses

Means of Achievement: Monitoring program implementation and results

Tasks: Require a score of proficient and advanced on content standards for students wishing to enroll in advance placement courses.

Provide a waiver process for students who do not meet the criteria.

Measures: CST scores

Number of waivers requested

People Assigned: Principal

Start Date: 2/1/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Career Technical Education

Means of Achievement: Monitoring program implementation and results

Tasks: Increase the number of students taking two more years of sequential instruction in a CTE course.

Establish industry-recognized certification processes, such as A+ certification in computer programming.

Measures: CBEDs, number of students taking two or more sequential years of CTE courses.

People Assigned: Staff collecting data for CBEDS reports
CTE staff
Assistant principal to CTE department

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Alexander Bronson	Students	abron10@sbcglobal.net	
Alexandria Brown	Students	alexandriabrown@hotmail.com	
Belinda Tufft	Teachers	btufft@lUSD.net	
Bill Bernier	Parents	bbernier64@sbcglobal.net	
Carol Turcotte	Teachers	cturcotte@lUSD.net	
Curtis Mannah	Teachers	cmannah@lUSD.net	
Debbi Holmerud	Principal	dholmerud@lUSD.net	
Donald Ruhstaller	Parents	druhstaller@masonite.com	
Dorsey McCowan	Other Personnel	dmccowan@lUSD.net	
Gary Grafius	Parents	ggrafius@lodiUSD.k12.ca.us	
Heidi Kaeslin	Teachers	hlee@lUSD.net	
Janice Halliwell	Parents	janishalliwell@yahoo.com	
Jillian Green	Students	greengirls@onebox.com	
Katherine Bender	Teachers	kbender@lUSD.net	
Mike Whelply	Other Personnel	mwhelply@lUSD.net	
Phillip Daniel Santos	Students	thisistodaniel@yahoo.com	
Sam Meyer	Students	samuel.meyer@gmail.com	
Susan Whaley	Teachers	swhaley@lUSD.net	
Suzanne Krenecki	Other Personnel	skrenecki@lUSD.net	
Van Ha To-Cowell	Parents	vanha22toc@aol.com	

Single Plan For Student Achievement

Recommendations

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

- | | Approval
Date |
|---|--------------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 12/21/2007 |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| 6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan. | |
| 7. This school 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. | |
| 8. The school plan was adopted by the council on: | 12/3/2007 |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | |
| 11. School Site Plan Approved: | 1/14/2008 |
| 12. Attested by School Principal: | |
| 13. Attested by School Site Council Chairperson: | |

Attested:

Debbi Holmerud		
Typed Name of School Principal	Signature of School Principal	Date
Donald Ruhstaller		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date