

Single Plan For Student Achievement

For School Year 2007-08

Larsson (Sture) High (Continuation)

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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

Single Plan For Student Achievement

About this School

Our Mission

To educate all students to achieve their maximum potential and to prepare them to be responsible citizens.

Our Vision

To prepare all students to be multi-skilled, respectful, responsible individuals who, by way of a unique learning environment, will become productive, positive contributors to our global community.

SCHOOL PROFILE

Sture Larsson High School was established in 1974 to meet the needs of those students who were not successful at the comprehensive high school. For a long time the structure fit the continuation school format serving only eleventh and twelfth graders. However, in the early 1990's, ninth and tenth graders were placed in the setting and the school developed more of an alternative school format.

In January 1999, two classrooms were established at another site in the district (The John McCandless Center) to offer another alternative education option for students in grades 10-12. A third classroom was added during the 2003-2004 school year and a fourth during the 2004-2005 school year. The McCandless Center houses approximately 80 students who attend school from 8:30 a.m. through 12:50 p.m. on Mondays, and from 8:30 a.m. through 2:10 p.m. Tuesday through Friday.

During the 2006-2007 school year, the District established a Ninth Grade Program for students at risk of failing at Lincoln High School. Two classrooms were opened at the McCandless Center for these students with an emphasis on intensive English and Math instruction, organization and study skills, and consistent attendance. Students attend school from 8:15 a.m. – 1:05 p.m. on Mondays, and from 8:15 a.m. – 2:30 p.m. Tuesday through Friday. The McCandless Center, though housed on a different site, is part of Sture Larsson High School.

The Larsson site, only a block from the comprehensive high school, houses a maximum of approximately 100 students in grades 11-12. Students attend six fifty minute periods daily from 8:30 a.m.-2:20 p.m. Tuesday through Friday, with a 10 minute break after second period and a 40 minute lunch period after fourth period. On Mondays, students attend forty-minute classes beginning at 8:30 a.m. and ending at 12:50 p.m.

McCandless Center and Sture Larsson students often take advantage of the earlier release time by performing community service, taking classes at Lincoln High School, Delta College, or the Stockton School for Adults, or working during the afternoon. Our full time counselor assists students at both sites with registration, enrollment, and suggestions for classes or service learning opportunities. In addition, she also coordinates Monday sessions, called CHOICES, inviting members of the community to the two sites to speak to students about a variety of subjects related to careers, health and wellness issues, and decision-making.

Special education services are provided at both sites. Students with special needs are well supported by the RSP/SDC teachers and paraprofessionals. The special education staff collaborates closely with staff to provide services to students in the mainstream and in pull-out classes as appropriate. 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 for students.

Sture Larsson is fully accredited by the Western Association of School and Colleges (WASC) and received a six-year clear rating, the highest possible, at its last accreditation during the 2000-2001 school year. This school year, Larsson and McCandless will go through the WASC accreditation process once again.

Analysis of Current Educational Practice

Single Plan For Student Achievement

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

All teachers are using state and board adopted materials. There is continued emphasis on alignment of curriculum and instruction to grade level standards. At the same time, teachers are cognizant of the instructional needs of their students, and make a concerted effort to spiral back to fill in the learning gaps. Teachers participate on on-going staff development to improve and inform instruction.

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

All classes have grade appropriate instructional materials that are aligned to state standards. All core classes have intervention materials for students that are performing below standards. Staff development in differentiation of instruction is being provided for all staff to improve lesson planning for student performing below and above grade level standards.

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

At the beginning of the school year, staff worked together analyzing site data to determine professional development needs for this school year. Every Monday, students are released early so that teachers can participate in site professional development. Additionally, staff participate collaboratively in course-alike professional development with teachers from Lincoln High School. Professional development is focused on addressing the standards and improving the achievement of all of our student groups. Student work along with benchmark assessments are analyzed in collaborative, course alike discussions.

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

Intervention services are embedded in our program. Our Ninth Grade students have double periods in both English and mathematics. In addition, these students are enrolled in after school intervention classes to improve skills in math and English. Students in grades 10-12 who are not passing classes are assigned to mandatory after school study hall, working closely with teachers until grades improve. Students that have not passed one or both sections of the CAHSEE are provided an after school prep classes weekly. All students at Sture Larsson are enrolled in two English classes each semester. All staff members, including paraprofessionals, are involved in providing this additional support to students.

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

Categorical funding is regularly used to assist underperforming students. School Improvement Funds (SIP) are used to purchase additional instructional materials, provide funds for substitutes for teachers as they attend professional development, purchase library books for classrooms, and technology materials. Title I funds are used to provide support services to students through the addition of personnel. A paraprofessional for the Ninth Grade Program and a part time counselor are funded out of Title I funds to provide additional support services to all students, especially students that are at risk and are not performing. EIA funds are used to provide additional support to our EL students in the form of professional development, instructional materials, and home/school communication provided by Lincoln High School Multilingual Center staff.

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

At the beginning of the school year, the LUSD administrative team meets to review and analyze assessment data from the previous school year. The district goals and instructional direction is determined at that time. Prior to the start of the school year, two Professional Buyback Days are allocated to school sites. Those two days are devoted to reviewing the testing data, and establishing instructional goals and objectives for the school year.

This analysis of assessment data continues throughout the school year during Monday afternoon department collaboration, and during course alike professional development. Student achievement at Sture Larsson and John McCandless is closely monitored through this department collaboration and through the Powerschool student information system.

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

This is difficult to assess due to our high transiency rate and the fact that our students come to us because they are struggling academically at the comprehensive high school, or are experiencing significant emotional or behavioral issues that warrant placement in our program for the structure and support we provide. All of our teachers are experiencing low student performance by the mere nature of our student population.

Single Plan For Student Achievement

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

The following resources are available to families as needed:
district and community resources to address family concerns (Crossroads, Valley Community Counseling, El Consilio, Point Break), district vision and hearing screening, School Resource Officer, on-site security officer, Extended Year, peer mediators, on-site decision making/anger management/drug/alcohol counseling, assistance with post-secondary support/connections.

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

One factor that impacts our program is our high transiency rate. Each year, we have a 50% turn-over rate that does not allow us to monitor student achievement for specific students over time. In addition, we are looking to form a community partnership with a local organization that will provide financial support to our program in the form of student awards, incentives, career awareness opportunities, and specific student needs such as clothing, bicycles for transportation to school, backpacks, and the like.

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

Sture Larsson and John McCandless are small schools with limited space. As a result, our Master Schedule is limited in terms of the amount of courses that can be offered (CAHSEE prep, shadow periods). In addition, our programs have a high transiency rate, often limiting the impact we can have on our students. Funding constraints and limited physical space are also a concern.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

Mathematics

Increase math proficiency

All students will reach their highest academic potential in mathematics.

Other

Increase English/Language Arts Proficiency

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

School Climate

School Climate

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

WASC

ESLRs

All students will demonstrate behaviors outlined in the Expected Schoolwide Learning Results (ESLRs). Current ESLR's will be used until they are revised.

Individual Learning Plan

All students will have an Individual Learning Plan (ILP).

Single Plan For Student Achievement

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 math proficiency

Goal Statement

All students will reach their highest academic potential in mathematics.

Student Group

All students, including students who are socio-economically disadvantaged in grades 9-12 will be included in this goal.

Performance Gains

The percentage of all students scoring at proficient and advanced will increase from 24.1% to 32.2% by Spring 2008.

The percentage of Socioeconomically Disadvantaged scoring at proficient and advanced will increase from 21.1% to 32.2% by Spring 2008.

The percentage of White students scoring at proficient and advanced will increase from 33.3% to 38.3% by Spring 2008.

Means Evaluating

This goal will be evaluated using district benchmark assessments, curriculum embedded assessment, and site based assessments.

Group Data

Mathematics baseline and continuing data provided by CST math scores in grades 9-11 and CAHSEE scores in grades 10-12.

Description of Specific Actions to Improve Educational Practice

Alignment of Instruction to standards

Means of Achievement: Alignment of instruction with content standards

Tasks: All math teachers will use district adopted text for Algebra I, and will consult district pacing guide in determining lesson plans. Teachers will identify standards and state instructional objectives during instruction.

All math teachers will begin implementation of the district's comprehensive, three-tiered plan for student achievement.

Measures: Use of district approved materials and strategies for the core, supplemental and intervention programs at the school level.

People Assigned: Math teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

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

Extended Learning Time

Means of Achievement: Extended learning time

Tasks: All 10th-12th grade students who failing, or are at risk of failing, their current math class will attend Study Hall every Wed. and Thursday.

All eligible 9th graders will attend after school math intervention classes as assigned.

Identified students in the 9th grade program will receive after school tutoring 2-3x's weekly for Algebra I support.

Measures: Attendance at assigned after school study class.
Improved student performance in math class (grades).
Improvement in skills as per teacher observation and or progress in intervention program (i.e. ALEKS).

People Assigned: All math teachers.

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Gr. 7-12 At Risk of Failing CAHSEE (extended day)	Extended Day	
Title I, Part A, Basic Grants	After School Tutoring	\$1,000.00
Title I, Part A, Basic Grants	ALEKS	\$2,000.00

Increased Education Opportunities

Means of Achievement: Increased educational opportunity

Tasks: All students in the Ninth Grade Program will have an additional math intervention period daily.

All juniors and seniors who failed the math portion of the CAHSEE will attend CAHSEE preparation class every Tuesday after school.

Measures: Attendance sheets from after school CAHSEE prep classes.
Student performance on CAHSEE mathematics section.

Ninth grade students performance on CST's, performance in class, grades.

People Assigned: Algebra I teacher will teach additional math period
CAHSEE prep teacher
Principal will oversee development and implementation of CAHSEE prep class, shadow math class
Counselor will include additional period in master schedule

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
CAHSEE Intervention Funds (CAHSEE prep)	CAHSEE prep	

Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: Sture Larsson and John McCandless Algebra I teachers will participate in LAMP Grant professional development activities. Teachers will utilize strategies and routines taught during these trainings during Algebra I instruction.

Algebra I teachers will collaborate twice monthly to discuss and analyze student achievement.

Math teachers will attend CSET preparation classes to prepare for CSET test in order to achieve highly qualified status.

Measures: Observable use of strategies and routines learned during professional development opportunities.

Findings and results of collaboration time.

Attendance at CSET preparation classes and results of CSET test.

People Assigned: LAMP coaches
All math teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
LAMP GRANT	LAMP Grant Summer Training	

Single Plan For Student Achievement

Instructional Improvement

Means of Achievement: Improvement of instructional strategies and materials

Tasks: All Algebra I teachers will learn the components of the Explicit Direct Instruction model.

All Algebra I and General Math 2 teachers will utilize the Prentice Hall Powerpoint as an instructional tool.

Algebra I teachers will utilize instructional strategies learning during LAMP training, collaboration, or district supported math training.

Measures: Lesson observation of EDI lessons.
Lesson observation of use of Prentice Hall powerpoint.
Lesson observation of use of instructional strategies learned.
Student achievement on benchmark assessment, curriculum embedded assessment, CST's, and CAHSEE.
Walk-throughs

People Assigned: All math teachers
Site administrator
LAMP coaches

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Substitutes for teacher release time to observe	\$500.00
LAMP GRANT	Lamp Grant Training	
Title I, Part A, Basic Grants	Instructional Materials (Powerpoint)	\$1,000.00

Monitoring student achievement results

Means of Achievement: Monitoring program implementation and results

Tasks: All Algebra I teachers will give the district benchmark assessments within allocated time frames. Teachers will meet to review and analyze results.

Teachers will use Data Director to input assessments and analyze results during Monday afternoon collaboration.

Measures: Minutes from department collaboration with analysis of assessment result.

Evidence of use of Data Director for analysis.

People Assigned: Algebra I teachers
Site Administrator

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

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

Single Plan For Student Achievement

Goal: Increase English/Language Arts Proficiency

Goal Statement

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

Student Group

All students, including those that are Socioeconomically Disadvantaged in grades 9-11 will be included in this goal.

Performance Gains

The percentage of all students scoring at proficient and advanced in English/Language Arts will increase from 23.3% to to 33.4% by Spring of 2008.

The percentage of Socioeconomically Disadvantaged students scoring at proficient and advanced in English/Language Arts will increase from 20.0% to to 33.4% by Spring of 2008.

The percentage of White students scoring at proficient and advanced in English/Language Arts will increase from 40.0% to to 45% by Spring of 2008.

Means Evaluating

On-going evaluation of this goal will be measured using benchmark assessments, curriculum embedded assessments, and site identified assessments.

Group Data

English/Language Arts baseline and continuing data provided by CST ELA scores and in grades 9-11 and CAHSEE ELA scores in grades 10-12..

Description of Specific Actions to Improve Educational Practice

Standards Alignment

Means of Achievement: Alignment of instruction with content standards

- Tasks:** All English/Language Arts teachers will use district approved, standards aligned literature/curriculum for LA instruction.
- ELA teachers will continue to use the Learning Record as an on-going curriculum embedded assessment for LA instruction for all Sture Larsson/John McCandless Center students.
- All ELA teachers will begin the implementation of the district's comprehensive, three-tiered plan for student achievement.

- Measures:** Textbook survey
- Lesson observation of use of district adopted curriculum.
- Learning Record Moderation results.
- Use of district approved materials and strategies for the core, supplemental and intervention programs at the school level.

- People Assigned:** All ELA teachers
- Site Administrator

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Purchase of literature as needed	\$5,000.00

Additional ELA instruction

Means of Achievement: Increased educational opportunity

Tasks: All students in the Ninth Grade Program will receive an additional hour of English Language Arts intervention instruction (Academic Literacy) daily.

All students at Sture Larsson High School School will take an additional standards-based, English Language Arts class (American Literature) daily.

Measures: Daily attendance in 9th grade shadow ELA period.
 Daily attendance in American Literature class at Sture Larsson.
 Student achievement on CST's, Learning Record, Scantron Performance, grades.

People Assigned: Site Administrator

ELA teachers

Start Date: 8/22/2007

End Date: 6/5/2008

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

Extended time

Means of Achievement: Extended learning time

Tasks: All junior and seniors who have failed the English/Language Arts portion of the CAHSEE will attend CAHSEE prep classes every Tuesday afternoon after school.

All students that are at risk of failing an ELA class will attend Study Hall twice weekly to receive tutoring/support.

All students in the Ninth Grade Program will attend after school intervention classes as assigned.

Measures: Attendance logs from CAHSEE ELA prep class.
 Attendance logs from Study Hall every Wed/Thurs.
 Attendance logs from 9th grade after school intervention classes.

People Assigned: ELA teachers

CAHSEE prep teachers

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
CAHSEE Intervention Funds (CAHSEE prep)	CAHSEE Prep	
Gr. 7-12 At Risk of Failing CAHSEE (extended day)	Extended Day Funds	
Title I, Part A, Basic Grants	After school tutoring	\$2,000.00

Staff development

Means of Achievement: Staff development and professional collaboration

- Tasks:**
- All alt ed ELA teachers will participate in twice monthly Monday afternoon department collaboration.
 - All ELA teachers will attend district grade level ELA collaboration two times this year.
 - Three alt ed. teachers will attend Reader's Apprenticeship training this year.
 - One tenth grade ELA teacher will attend My Access training.
 - All ELA teachers who are moderating student Learning Records will attend district LR moderation.

- Measures:**
- Attendance at LR Moderation.
 - Attendance and minutes from Monday afternoon department collaboration.
 - Attendance at RA summer institute and follow up trainings.
 - Attendance at My Access training.

People Assigned: All ELA teachers
 Site Administrator
 District Instructional Services (My Access)
 LHS English Dept Chair (Grade Level collaboration)

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Release time and substitutes	\$3,000.00

Single Plan For Student Achievement

Academic support for English Learners

Means of Achievement: Improvement of instructional strategies and materials

Tasks: All Ninth Grade Program EL students will take an additional English intervention class (Academic Literacy) daily.
 All Ninth Grade Program EL students will use Reading Plus to improve reading/language arts skills.
 All Sture Larsson EL students will be given two English classes in their daily schedules.
 All staff will participate in professional development focusing on differentiation of instruction and English Language Development for EL students.
 All ELA teachers will implement best practices i.e. explicit direction instruction.

Measures: CELDT scores
 Ninth grade EL student progress in Reading Plus
 CST scores
 Student performance in general education classrooms
 Observation of differential of instruction
 Walk-throughs
 Staff attendance at professional development

People Assigned: General education ELA teachers
 LHS Multilingual Center staff

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Professional Development, substitutes	\$2,000.00

Individual Learning Plan (ILP), Powerschool

Means of Achievement: Monitoring program implementation and results

Tasks: Implement use of ILP for use in monitoring student progress throughout the year. Homeroom teachers will work individually with students to review test results from LR, CST, CAHSEE, and Scantron Performance to establish goals for this year's assessments.

 Utilize Powerschool/Powergrade as a weekly tool for reporting progress to students and parents. Students will receive a copy of their Quick-Lookup every Tuesday.

Measures: Assessment results
 Conference outcomes (completion of ILP, student goals) with on-going monitoring

People Assigned: ELA teachers

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

Powerschool/Powergrade

Means of Achievement: Involvement of staff, parents and community

Tasks: Utilize Powerschool/Powergrade as a weekly tool for reporting progress to students and parents. Students will receive a copy of their Quick-Lookup every Tuesday. Parents and students will be given access information several times during the school year.

Measures: Parent access to Powerschool
Survey results

People Assigned: Staff Secretaries, counselor, site administrator, all teachers.
Parents and students

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	none	

State Adopted text

Means of Achievement: Alignment of instruction with content standards

Tasks: ELA teachers will utilize McDougal Littel Anthology, a state approved core curriculum in English classroom. One class set will be purchased for each site.

ELA teachers will have the opportunity to attend SB 472 training as available.

Measures:

People Assigned: ELA teachers
Site Administrator

Start Date: 8/22/2007

End Date: 6/5/2008

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

Classroom libraries

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Teachers will purchase books related to core program and focused on student interests and reading skills to build classroom libraries.

Measures: Number of books in classroom libraries.

People Assigned: Classroom teachers
Site Administrator

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Classroom libraries	\$7,000.00

Support for EL students

Means of Achievement: Auxiliary services for students and parents

Tasks: Lincoln High School Multilingual Center Resource Teacher and support staff will provide support to EL students.

Measures: CELDT test

People Assigned: LHS ELD Resource Teacher and support staff

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	EL support services	\$15,000.00

Single Plan For Student Achievement

Goal: School Climate

Goal Statement

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

Student Group

All students and their families.

Performance Gains

Interventions designed to decrease student out of school suspensions and expulsions will be implemented.

Parents will attend scheduled conferences.

Attendance rates will increase from 88% to above 90%.

Means Evaluating

Number of student suspensions/expulsions (percentage).

Attendance rate/percentage.

Attendance at parent conferences.

Attendance at Parent Nights (baseline data will be gathered).

Group Data

Baseline data from Powerschool for attendance, discipline/suspension/expulsions.

Sign in sheets from Parent Nights

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

School Safety

Means of Achievement: Auxiliary services for students and parents

Tasks:

- All students will be required to wear their ID badge on a school-approved lanyard daily.
- Two lockdown drills and two fire drills will be held.
- School safety plan will be updated and approved by School Site Council.
- Kanine Interdiction Detection Services will be contracted to perform school visit as a measure to deter students from bringing drugs, alcohol or other illegal substances onto school campus.
- Outside agencies will speak one Monday per month at Sture Larson and one Monday per month at the McCandless Center during the CHOICES program to assist students with making appropriate decisions regarding drug/alcohol use, gang activity, sexual activity, career/school goals.

Measures:

- Powerschool discipline log entries.
- Lockdown drill and fire drill reports.
- SSCouncil minutes denoting approval of safety plan.
- Results of K.I.D.S. visits.
- Classroom debrief from Choices sessions; student/parent surveys.

People Assigned:

- Site Administrator
- School Counselor (facilitator of Choices program)
- All teachers
- CHOICES speakers
- Staff secretaries
- Site Custodian

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	School ID badges	\$1,000.00
School Improvement Program	K.I.D.S. visits	\$2,000.00
School Improvement Program	Choices Speakers	\$1,000.00
AB825 Block Grants	Student Handbook reprint	\$1,000.00

Single Plan For Student Achievement

Parent Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: Hold one Parent Night each semester to give parents the opportunity to hear CHOICES speakers. Provide speakers to assist with parenting issues (drug/alcohol awareness, anger management, gang activity).

Provide opportunities for parents to seek assistance from school resources (counselors/outreach workers/school security officer) when needed. Assist with referrals to outside agencies/resources (Mental Health, Crossroads, outside counseling services, Women's Center), when appropriate.

Provide assistance to parents whose students are truant.

Measures: Attendance at Parent Nights activity.
Attendance at parent conferences and resulting referrals to outside agencies.
Increase in attendance/results of home visits.
Parent survey

People Assigned: Site Administrator
School Counselors
School Outreach Worker
Staff Secretaries
School Security Officer

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Choices Speakers for Parent Nights	\$500.00

Single Plan For Student Achievement

Parent Involvement/Parent Groups

Means of Achievement: Involvement of staff, parents and community

- Tasks:**
- Invite parents to participate in School Site Council.
 - Invite parents to participate in Lincoln Latin Leadership.
 - Invite parents to participate in Student Council fundraising activities.
 - Hold one English Language Advisory Committee (ELAC) meeting per semester.
 - Mail newsletters home as a communication tool for parents.
 - Send PACE messages regularly to alert parents to specific information.
 - Utilize Multilingual Center interpreters when needed to relay information to parents who speak a language other than English.

- Measures:**
- Parent participation in School Site Council (SSC minutes).
 - Parent participation in Lincoln Latin Leadership.
 - Attendance at ELAC meetings (ELAC minutes).
 - PACE logs
 - Results of interpreter contacts.

- People Assigned:**
- Site administrator
 - Latin Leadership advisors and translators
 - Student Council advisors
 - LHS Multilingual Center Resource Teacher and translators

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Mailings to parents	\$500.00

Additional support staff

Means of Achievement: Auxiliary services for students and parents

- Tasks:**
- A part time counselor will provide assistance to students in the form of weekly decision making/anger management/drug & alcohol use counseling sessions and one on one counseling as needed.
 - A 5.25 paraprofessional will provide additional support to the Ninth Grade Program

- Measures:**
- Weekly counseling attendance
 - Results of one-on-one counseling sessions
 - Results of additional support to the Ninth Grade Program.

- People Assigned:**
- A part time counselor/school psychologist
 - A 5.25 hour paraprofessional

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Part Time Counselor	\$15,000.00
Title I, Part A, Basic Grants	Paraprofessional	\$17,000.00
Title I, Part A, Basic Grants	Paraprofessional after school support	\$2,000.00

Single Plan For Student Achievement

Goal:ESLRs

Goal Statement

All students will demonstrate behaviors outlined in the Expected Schoolwide Learning Results (ESLRs). Current ESLR's will be used until they are revised.

Student Group

All students

Performance Gains

All students will meet this goal.

Means Evaluating

ESLR assessment tools, Personal Learning Plans

Group Data

Description of Specific Actions to Improve Educational Practice

ESLR revision

Means of Achievement: Monitoring program implementation and results

Tasks: ELRS's will be revised to meet WASC visiting committee recommendations. Revised ESLR's will focus on standards and will encompass an assessment tool for each ESLR.

Measures: Assessment of ELRS's

People Assigned: SL/JMc staff

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	No funding allocated	

Achieve ESLR's

Means of Achievement: Monitoring program implementation and results

Tasks: All students will achieve at their highest potential in becoming an Analytical Thinker, Communicator, Technologically Skilled, Independent and Responsible, Organized, and has the ability to Network (ACTION).

Measures: Teacher made ESLR assessments

People Assigned: All classroom teachers
Students
Site Administrators
Counselor

Start Date: 8/22/2007

End Date: 6/5/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Technology equipment	\$2,500.00

Single Plan For Student Achievement

Goal: Individual Learning Plan

Goal Statement

All students will have an Individual Learning Plan (ILP).

Student Group

All students

Performance Gains

All students will meet this goal.

Means Evaluating

Completion of ILP.
On-going use of ILP as a "working document".

Group Data

Description of Specific Actions to Improve Educational Practice

Individual Learning Plan

Means of Achievement: Auxiliary services for students and parents

Tasks: An Individual Learning Plan will be developed for each student.

ILP's will be completed by homeroom teachers and shared with students individually and with parents at SST's. Students will assist in creating goals.

Measures: Completion of ILP for all students

People Assigned: All teachers
Counselor
Site Administrator

Start Date: 8/22/2007

End Date: 6/5/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Print ILP's	\$500.00

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Buddy Lauderdale	Students	Sture Larsson	12/14/2007
George Hawley	Teachers	ghawley@lUSD.net	12/14/2007
Julie Covey	Teachers	jcovey@lUSD.net	12/14/2007
Kriste Puckett	Teachers	kpuckett@lUSD.net	12/14/2007
Kyle Hanf	Students	McCandless	12/14/2007
Lydia Tapia	Parents	Sture Larsson	12/14/2007
Marina Herrera	Students	MarinaPants@yahoo.com	12/14/2007
Mary Ann Martinez	Parents	McCandless	12/14/2007
Mary Grupe	Other Personnel	mgrupe@lUSD.net	12/14/2007
Paul King	Teachers	paking@lUSD.net	12/14/2007
Phyllis Duarte	Parents	pduarte87@aol.com	12/14/2007
Phyllis Kahl	Principal	pkahl@lUSD.net	12/14/2007

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: | 12/20/2007 |
| 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): | |
| State Compensatory Education Advisory Committee | |
| Special Education Advisory Committee | |
| School Health Council | |
| Gifted and Talented Education Advisory Committee | |
| English Learner Advisory Committee | |
| 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: | 12/14/2007 |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | |
| 11. School Site Plan Approved: | |
| 12. Attested by School Principal: | 12/14/2007 |
| 13. Attested by School Site Council Chairperson: | 12/14/2007 |

Attested:

Phyllis Kahl		
Typed Name of School Principal	Signature of School Principal	Date
Maryann Mendez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date