The Single Plan for Student Achievement

Lincoln Continuation High School

01-61291-0134528
CDS Code

Date of this revision: June 2, 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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San Leandro Unified School District

The District Governing Board approved this revision of the School Plan on

_____.

Introduction Section

District Mission

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and to become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

San Leandro Unified School District
2012-2013 District Goals

Learning by Doing Together
Guiding Principles

The District will:

- Be bold and innovative in its thinking
- Ensure *all* students are college and/or career ready
- Maintain a focus on equity and closing the achievement gaps
- Hold ourselves accountable for improved student learning
- Provide learning environments that are free from all forms of harassment

Goals

Goal #1: Educate the Whole Child: Ensure the academic, physical, social and emotional well-being of every student

Goal #2: Ensure the Financial Stability of the District

Goal #3: Provide Effective and Timely Communication and Community Engagement

Goal #4: Human Resources-Recruit and Support Outstanding Employees

Goal #5: Ensure Safe and Well Maintained Facilities

District Instructional Focus Plan



San Leandro Unified School District

San Leandro, California

Student Success through Instructional Leadership

For more than five years, San Leandro educators have engaged in nationally recognized work in the area of racial equity and its importance for educating a diverse student population. Now, we are well positioned to transform our district-wide investments into more focused classroom instruction, in order to support accelerated student achievement.

Good teaching is the most important predictor of student learning. It is the primary vehicle for achieving our goal of accelerated growth for every student, every year … without exceptions. Although some of our schools have shown improvements in student achievement in recent years, we still have a long way to go toward ensuring equitable educational outcomes for all students in every school.

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

This **Instructional Focus** reflects an ongoing commitment to four strategic priorities of our district:

- -Infusion of our *racial equity mindset*, principles, and practices into day-to-day effective instruction for all students;
- -Disciplined implementation of our *tiered intervention strategy*, including consistent attention to *culturally responsive teaching-&-learning* and *proven instructional practices for English learners;*
- -Promoting quality *data-informed professional collaboration*, with a bias toward improving instructional practices;
- -Developing strong *instructional leadership* among teachers and school leaders.

This Instructional Focus is an expression of our sense of urgency and recommitment to ensuring an **effective teacher in every classroom and effective leader in every school** because they are the precursors to student learning.

GOAL

Continuous academic growth for every student, every year...no exceptions!

Accelerated academic growth for those students not yet at grade level
Continuous **socio-emotional development** for every student by name
Academic tenacity by every student

Vital Signs of Student Progress

- Student attitude, motivation, attendance and engagement
- Student authentic demonstration of learning
- Closing the "achievement gap" and accelerating learning for all students
- Student growth and performance in content areas
- Student readiness for participation in a digital/media-rich global society
- Student successful transition from grade-to-grade and pre-K → elementary → middle school → high school → post-secondary education





In San Leandro Unified School District, we believe that all students can achieve at high levels. While they will not meet the standards at the same time or in the same way, we must, nonetheless, hold all students to the same high expectations relative to their academic achievement and socio-emotional development.

Student Demographics and 2010 API Results

Student Group	% of Total	2010 API	API vs. API for White Students
African American	16.2%	663	-122
Asian	15.2%	849	+64
Filipino	8.6%	785	0
Hispanic/Latino	43.4%	682	-103
White	12.5%	785	–
Socioeconomically Disadvantaged	54.1%	691	–
English Learner	27.9%	685	–
Students with Disabilities	11.8%	565	–

source: http://www.sanleandro.k12.ca.us/20771032619335949O/site/default.asp

In San Leandro USD, our fundamental premise is this: **effective teachers** in every classroom and **effective leaders** in every school constitute the most powerful drivers of student success. Therefore, as practitioners, we are committed to **continuous improvement of our professional practices**, because they are the precursors to student learning.

	Teaching Practices	Leadership Practices	Organizational Practices
Pillar #1 *All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to all state standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.*	**Standards-Aligned Differentiated Instruction**		
	T1: Teachers will link daily objectives to essential core content standards through differentiated instruction. T2: Teachers will adhere to appropriate, content-specific pacing guides using Board-approved materials.	L1: Leadership Team will conduct classroom visits to highlight effective standards-based instructional strategies. L2: Leadership Team will facilitate ongoing grade level and school-wide dialogue regarding pacing guides, essential standards, and classroom visits.	O1: School/District will provide and constantly review pacing guides to ensure the focus is on essential standards and is realistic. O2: School/District will provide training and support for teachers in successful differentiation strategies.
Pillar #2 *Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders. We will infuse our day-to-day instructional practices with insights and experiences from our multi-year, district-wide racial equity work.*	**Culturally-Responsive Teaching and Learning**		
	T3: Teachers will utilize a variety of instructional strategies (e.g. role play, independent work, research projects, cooperative learning) to engage all learners. T4: Teachers will use students' home cultural experiences as a foundation for developing knowledge and skills. T5: Teachers will encourage students to set goals, evaluate own performance, and act on feedback they receive from their teachers or peers.	L3: Principal/Leadership Team will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations. L4: Principal will ensure that teachers and staff set high expectations for all students and motivate them to meet those high standards. L5: Principal will communicate regularly with parents and community members (e.g. through newsletters providing an overview of culturally responsive curriculum goals, classroom activities, and selected samples of student work).	O3: School staff will communicate a consistent message of high expectations and high support for all students without exception. O4: School staff will implement a curriculum that is integrated, interdisciplinary and inclusive of topics that reflect their students' culture and experiences. O5: School/District will create positive relations and meaningful collaboration with parents and community in decision-making and educational development of children.
Pillar #3 *Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common formative assessments to plan, monitor & adjust teaching/ leadership/organizational practices. Our Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility to improve learning.*	**Data-Driven Continuous Improvement**		
	T6: Teachers will communicate assessment criteria and standards to students daily. T7: Teachers will utilize findings from formative assessments and student work to inform and improve instructional and intervention practices. T8: Teachers will meet regularly to review formative assessment data and make instructional adjustments to address areas of concern and/or accelerate learning.	L6: Principal/Leadership Team will utilize data about student learning and professional practices to monitor implementation of school-wide and grade-level/department continuous improvement plans. L7: Principal/Administrators will align professional development opportunities for data analysis findings and essential standards to improve student achievement. L8: Principal/Leadership Team will meet with individual teams of teachers to review how data is being used to drive continuous improvement of classroom instruction.	O6: School/District will institutionalize a user-friendly data system for tracking progress of every student and every department. O7: School staff will regularly review summative and formative assessment results, attendance records, and other materials to identify problems and take action based on evidence. O8: Administrators will provide time for data-informed collegial collaboration about strategies for improving student achievement.
Pillar #4 *Trust among school-home community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice". Our schools and workplaces are safe and secure, and standards of conduct for students and adults are clearly articulated, fair to all and consistently enforced.*	**Safe Climate and Strong Relationships**		
	T9: Teachers will make special efforts to involve parents of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds and respond to concerns with professional cultural sensitivity. T10: Teachers will provide time, encouragement and instructional strategies necessary to help all students achieve high academic growth. T11: Teachers and staff will communicate care and concern for students' learning and well-being, both verbally and non-verbally.	L9: Principal will provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education. L10: Principal/Leadership Team will equitably enforce high behavioral expectations that are clearly communicated to all students. L11: Principal/Leadership Team will build systems to link educators, students, parents, caregivers and the community to create schools that are safe and caring.	O9: All SLUSD personnel will treat parental concerns with respect and demonstrate genuine interest in developing solutions. O10: School staff will connect every student to at least one caring adult.

Vital signs & look-fors

What gets measured and reinforced, gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate

Student Learning



CARING AND RESPECT

- On surveys, the majority of students indicate that they feel "valued as successful individuals" at their school.
- Decrease in the number of students sent to the office and/or out of class for discipline-related issues.

GROWTH ON ASSESSMENT

- *Elementary:* Increase in the percentage of students in all racial and ethnic subgroups who are proficient on their ELA and math benchmark assessments each testing period.
- *Secondary:* Increase in the percentage of students in all racial and ethnic subgroups who raise their GPA a minimum of .025 GPA points quarter to quarter.

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

- As evidenced in classroom visits, 80%-100% of teachers using one or more identified (district, site, and teacher) specific, common instructional strategies.
- As evidenced in classroom visits, 80%-100% of teachers using one or more reflective and higher level thinking strategies.

COLLABORATIVE ANALYSIS OF WORK

- 100% of monthly collaboration meetings have a formal product and/or agenda/minutes.
- 100% of teachers meet monthly to analyze data, in order to inform teaching practice.

Leadership Practices



INSTRUCTIONAL MONITORING

- Classroom visits occur a minimum of 45-60 minutes daily or 3.5 hours weekly with general feedback reflecting school-wide trends and patterns.
- Percentage of grade levels/ departments that hold Data Summits (or academic conferences) at the end of each assessment cycle (3 times per year for elementary, 4 times per year for secondary)
- *Elementary:* Number of principal visits to observe focal students being progress monitored during intervention.

FAMILY-FRIENDLY SCHOOL CULTURE

- Majority of parents "agree that the school has a welcoming and inclusive environment for families" as evidenced by a family survey.
- Participants in ELAC, SSC, and PTA/PTO proportionately reflect the diversity of the school.

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

- Time, people, and funding are aligned to meet the needs of students based on data and research as evidenced in the District Professional Development Plan.

CULTURE OF ACHIEVEMENT

- Staff, students, and parents celebrate the successes of individual student and organizational achievement as evidenced by the number of community partnerships, African American/Latino Nights, Board agendas, school acknowledgements and recognition.

Facilitated, compiled and designed by Performance Fact, Inc.

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School Vision & Mission

MISSION STATEMENT

The mission of Lincoln High School is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity and academic excellence.

PHILOSOPHY

We believe that everyone is capable of greatness and that it is our responsibility to do whatever it takes to ensure the academic, social and emotional success of each student.

School-wide Learner Outcomes
Expected School-wide Learning Results

Upon graduation from Lincoln High School, students will:

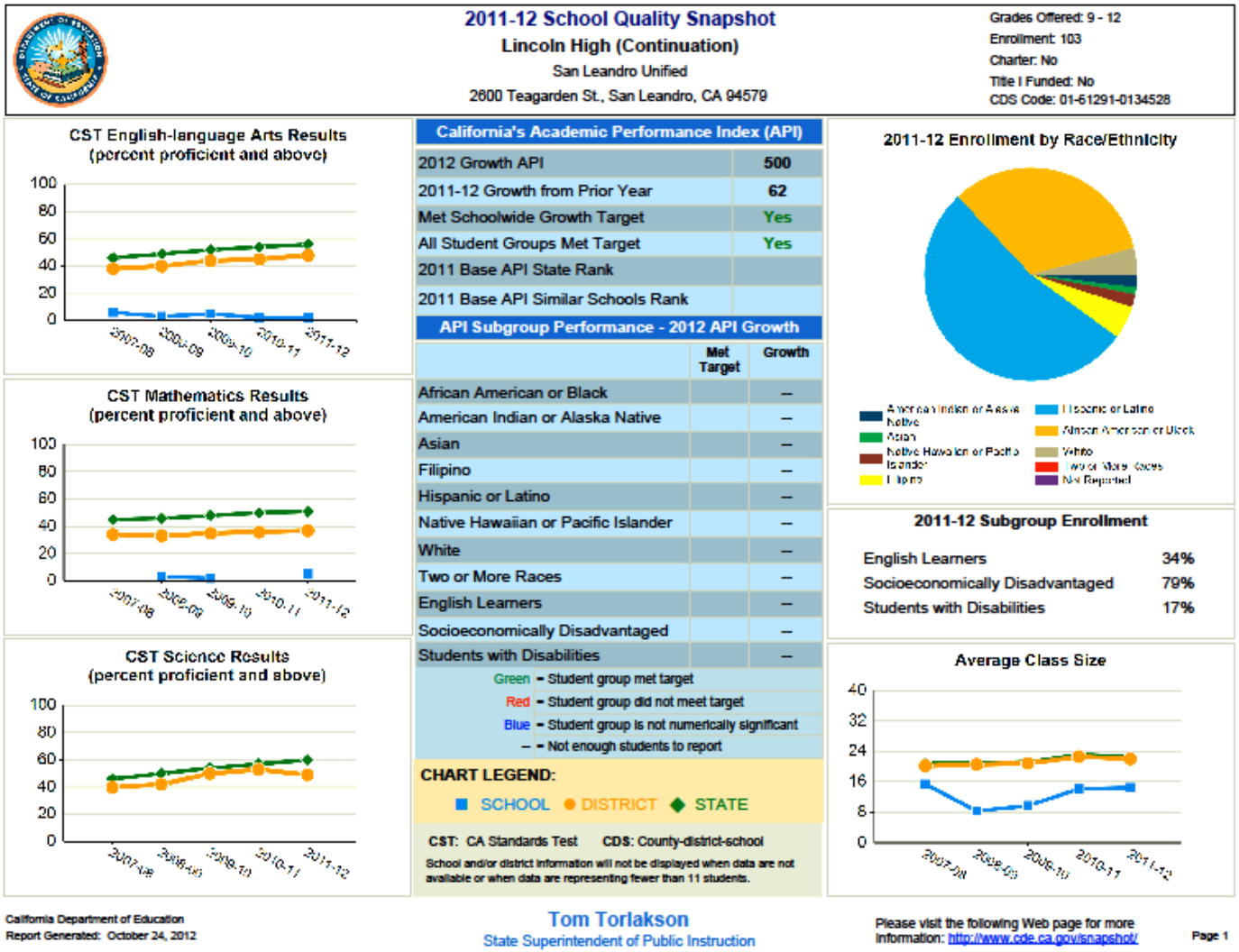
Become lifelong learners by:
- Acquiring a variety of learning strategies
- Demonstrating knowledge of abilities, strengths and interests
- Possessing self-confidence in academic capabilities

Develop effective critical thinking and problem-solving skills by:
- Increasing performance levels on standards-based assessments
- Reading, writing and using mathematics at a high school level
- Utilizing essential skills for research and test-taking strategies

Strengthen personal character by:
- Speaking and listening effectively in academic, professional and public settings
- Valuing individual beliefs while allowing for compromise, risk-taking and collaboration
- Demonstrating punctuality, attendance, attitude, participation and productivity
- Practicing integrity, self-discipline, respect and compassion

Practice active citizenship and concern for others by:
- Negotiating conflicts, while understanding and respecting diversity
- Valuing and participating in service to the community
- Being aware of environmental, political and global issues
- Showing respect to self and others

- **2011-12 Lincoln High School Quality Snapshot by**



2011-12 School Quality Snapshot

Lincoln High (Continuation)

San Leandro Unified

2600 Teagarden St., San Leandro, CA 94579

Grades Offered: 9 - 12
Enrollment: 103
Charter: No
Title I Funded: No
CDS Code: 01-61291-0134528

CST English-language Arts Results (percent proficient and above)

CST Mathematics Results (percent proficient and above)

CST Science Results (percent proficient and above)

California's Academic Performance Index (API)	
2012 Growth API	500
2011-12 Growth from Prior Year	62
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2011 Base API State Rank	
2011 Base API Similar Schools Rank	

API Subgroup Performance - 2012 API Growth	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino		–
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners		–
Socioeconomically Disadvantaged		–
Students with Disabilities		–

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
– = Not enough students to report

CHART LEGEND: ■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2011-12 Enrollment by Race/Ethnicity

2011-12 Subgroup Enrollment	
English Learners	34%
Socioeconomically Disadvantaged	79%
Students with Disabilities	17%

Average Class Size

California Department of Education
Report Generated: October 24, 2012

Tom Torlakson
State Superintendent of Public Instruction

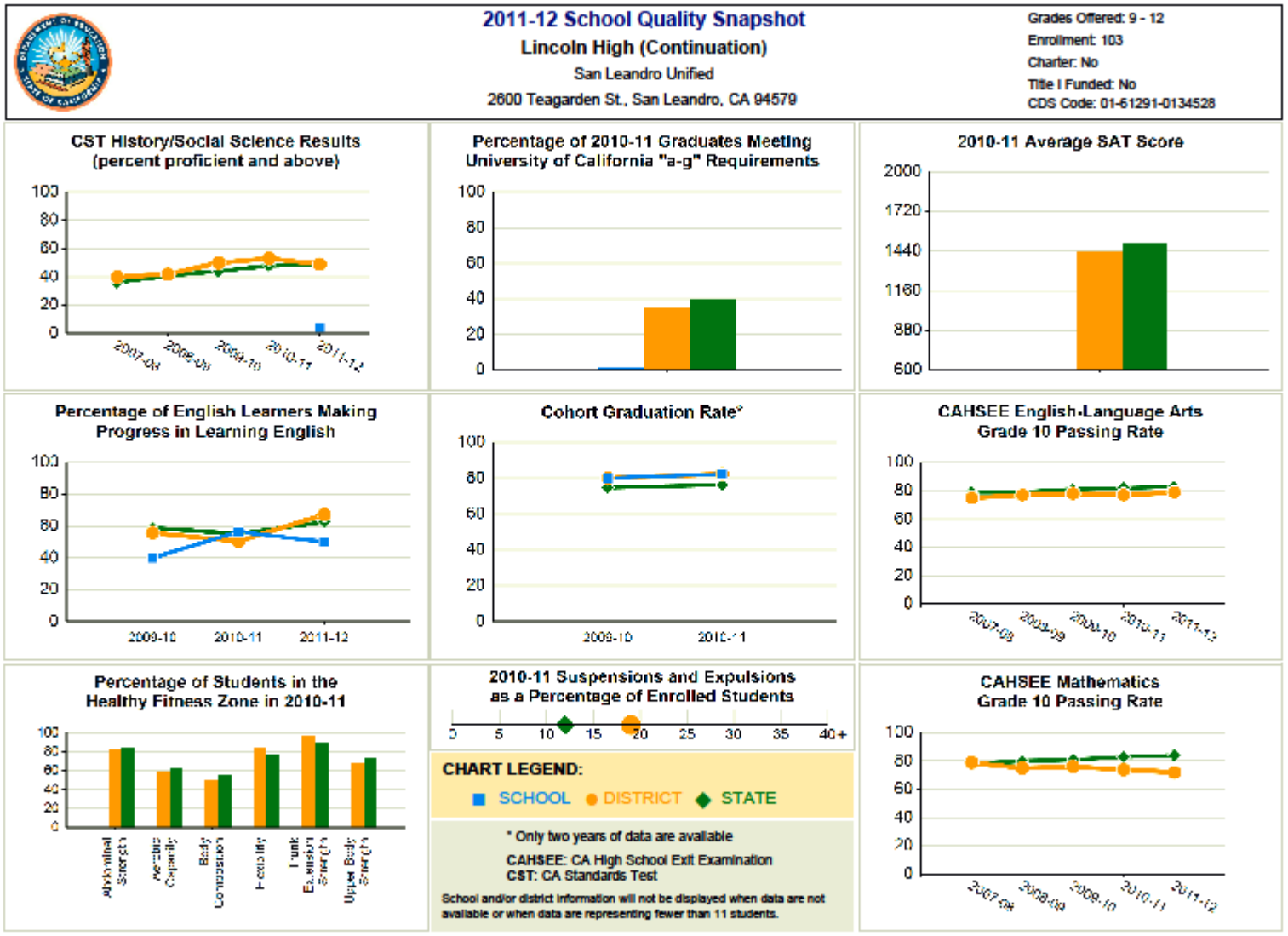
Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 1

CDE

School Profile

- 2011-12 Lincoln High School School Quality Snapshot by CDE (Continued)



School Profile

Lincoln High School is located in San Leandro, a community of 84,950 residents, situated in the San Francisco Bay Area and bounded by Oakland, Hayward, San Lorenzo, Castro Valley and the San Francisco Bay. From 2000 to 2010, the San Leandro city population growth percentage was 6.9% (or from 79,452 people to 84,950 people). 22.3% of the San Leandro city residents were under 18 years of age. Census 2010 data for San Leandro city include the racial breakdown percentages of 29.3% Asian, 27.4% Hispanic or Latino, 27.1% white (non-Hispanic), 11.8% African American, 3.2% two or more races, 0.7% Asian Pacific and Hawaiian, 0.3% American Indian and Alaska Native, and 0.2% other. Also, there were 32,419 housing units in San Leandro city, 94.7% of which were occupied housing units.

Lincoln High School is San Leandro Unified School District's continuation school, serving credit deficient students who have transferred from San Leandro High School (enrollment approximately 2600 students), from other alternative education sites outside the district or who are placed at the school by the Director of Special Services because they are wards of the court or because of disciplinary circumstances. San Leandro Unified School district serves approximately 8800 students, with eight elementary schools, two middle schools, one comprehensive high school and one alternative education campus.

Lincoln High School is located on the newly named Lincoln Alternative Education Center, as the campus has expanded to not only meet the needs the of the students at Lincoln, but for all students enrolled in alternative education programs in the district. Lighthouse Independent Study Center (a program of San Leandro High School) is adjacent to Lincoln, and ACE (Alternative Contract Education) is on the eastern edge of the campus. It is obvious that district administration has an extreme amount of faith by expanding the duties and responsibilities of the current principal, who has been named the district's Administrator of the Year, CCEA's Principal of the Year for District 3 and ACSA's Continuation/Education Options Administrator of the Year for Region 6. The district continues to allocate resources towards alternative education, with Lincoln High serving as the flagship for these programs.

Lincoln is home to three programs: regular day classes, an independent study component and an adult school diploma high school transition program (Gateway). The regular day program represents 80% of the Lincoln High School population. Students are offered flexible scheduling for work purposes and to take part in the Eden Area ROP classes off-site. Lincoln's graduates are required to earn 200 credits (20 fewer than San Leandro High School - SLUSD's comprehensive high school) and has transitioned to becoming a credit recovery school where students can come for their junior year, recover credits and potentially return to San Leandro High School as seniors. Many credit-deficient students, however, transfer their senior year to Lincoln because of the twenty-credit discrepancy which makes it possible for those students to graduate in June of their twelfth grade year. Lincoln offers an eight-period (8:15 – 3:05) day and opportunities to earn credits as part of the ASSETs after-school program. On site, we have a full-time counselor, two therapist from Girls, Inc., a school psychologist once/week and a resource teacher every day to meet the needs of students with IEPs (roughly 15% of the population),a para-educator to assist the resource teacher and a smoking cessation counselor from San Leandro Family Services Center.

Lincoln High School has a school site council that meets quarterly (or more often, if needed). We have a parent representative to the Superintendent's Parent Empowerment team and a parent representative to the DELAC. Lincoln partners with the San Leandro Education Foundation (SLED) in order to raise funds for the school and has been linked with donorschoose.org to procure donations for enhanced classroom instruction. The principal serves on the Board of Directors for the San Leandro Scholarship Foundation so that our students are guaranteed scholarship money to help pay for post-graduation education. We have relationships with the Davis Street Family Resource Center and Planned Parenthood so that we can provide resources to our students and their families.

In January, 2012, Lincoln High School was named a Model Continuation High School by the California Continuation Education Association. In June, 2012, Lincoln High School received a six-year accreditation from WASC (Western Association of Schools and Colleges).

See Appendix A for the 2011-2012 School Accountability Report Card (SARC).

Step One: Analyze Student Achievement Data

See Appendix B for

- **Academic Achievement Data**
  - **CST Data: 2012**
    - *Schoolwide 2-Year Change* in STAR CST
    - *Schoolwide 4-Year Trends in ELA* CST by Grade
    - *Schoolwide 4-Year Trends in Math* CST by Grade
    - *Schoolwide 4-Year Trends in Science* CST by Grade
  - **API Data 2012**
    - *District-wide API Chart* with:
      - Schoolwide API
      - Statewide Rank
      - Similar Schools Rank
    - *Student Subgroup API ---2 years*
    - *Schoolwide 4-Year Trends in API*
  - **AMAO Data-CELDT 2013**
    - *AMAO 1 District-wide chart*
    - *AMAO 2 District-wide Chart*

- **Non-Academic Data**
  - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
  - 2011-12 and 2012-13 Average Monthly Attendance
  - 2011-12 and 2012-13 Suspensions by Race

Data Analysis

Data Analysis

Academic Achievement Data

California Standardized Tests (CST) and Annual Performance Index (API)

CDE indicates that the number of students taking the CST make Lincoln High School a "non-numerically significant" school.

Upon review of the data in Appendix B, Lincoln's information is often excluded because of the small number of students who take the CST at Lincoln each year (no more than 41 in any of the past four years). Identifying any trends in growth or decline by sub-group is almost impossible, unless looking at each particular student's scores. Our API fluctuates greatly year-to-year based on the paucity of students taking the CST. The reason for the small number is that most students at Lincoln are 12th graders and are not required to take the CST. In fact, the only CST data that can actually be reported to CDE is our participation rate, which we have met for the past five years. What we can determine is that the majority of our students score in the Below Basic and Far Below Basic range, but many of the students who take the CST in April at Lincoln have just transferred from San Leandro High School and that their scores on the CST are not an indicator of what they have learned while students at Lincoln.

California English Learner Development Test (CELDT)

100% (17 of 17 students) took the CELDT test. Our numbers, again, were non-numerically significant; therefore, we had no AMAOs. There is no data reported if the cohort is less than 30.

Non-Academic Data

California Healthy Kids Survey (CHKS)

The majority of our students feel that they have caring adult relationships and that there are high expectations for students. One area where we need to improve is establishing more opportunities for meaningful participation.

85% of students report having a moderate to high level of school connectedness.

Monthly Attendance Summary

The monthly attendance summary, based on data gathered through March, 2013, indicates that we have an 85.33% attendance rate, which is approximately 10% lower than the SLUSD average (95.74%). This is not uncommon among continuation schools, as one of the main contributing factors towards students becoming credit-deficient is truancy. The expected attendance rate at continuation schools, according to CCEA, is approximately 75%.

Suspension (Year-to-Date)

From August, 2012 through March, 2013, only six students had been suspended, which is an extremely low number for continuation schools of similar size, but there is racial disproportionality in that data, showing 3 of the six students suspended were African American, when only 1 out of three students are campus are African American.

Step Two: Measure Effectiveness of Current Strategies Using State Tool

This section is not entirely applicable, as the tool cannot be calibrated for our school. However, following is the information presented in the WASC (Western Association of School and Colleges) that explains the analysis of our current program and critical action steps needed.

Implications of the data with respect to student performance

We want all of our students, whether graduating from Lincoln High School or returning to the comprehensive site after having recovered the necessary credits, to view themselves as scholars who have the ability to affect positive change in this world. It is our desire and goal that all students will possess the abilities defined in our School-wide Learner Outcomes (SLOs), that they will:

1) Become lifelong learners
2) Develop effective critical thinking and problem-solving skills
3) Strengthen personal character
4) Practice active citizenship and concern for others

We believe that student attendance is one of the greatest driving factors in determining a student's academic and personal growth. We also believe the SLOs are reflected in the California content standards and are thus measured by such tools as the California Standards Tests and the CAHSEE. After we analyzed the demographics, attendance rates, ASAM reports, CST results, CAHSEE results, CELDT results and other data included in Chapter One of this report, we find the following implications emerge:

- Our students and parents/guardians are extremely pleased with the amount of support and caring/encouragement they receive from staff at Lincoln High School.
    - *SLOs addressed: become lifelong learners, strengthen personal character and practice active citizenship and concern for others*

- Our CAHSEE pass rates, though still too low, have markedly improved since the adoption of CAHSEE intervention courses during the 2007-2008 school year.

- *SLOs addressed: become lifelong learners, develop effective critical thinking and problem-solving skills*

- Our average credit completion continues to rise, as a result of expanded course offerings and opportunities to earn credits.
    - *SLOs addressed: become lifelong learners, develop effective critical thinking and problem-solving skills, strengthen personal character*

- The number of students being served at Lincoln High School and on the Lincoln Alternative Education Campus, aimed at serving at-risk students, special education students and EL students, continues to grow.
    - *SLOs addressed: strengthen personal character, practice active citizenship and concern for others*

- The number of referrals, suspensions and expulsions has dramatically declined since the last WASC visit.
    - *SLOs addressed: strengthen personal character, practice active citizenship and concern for others*

- Though our graduation/drop-out rates do not accurately reflect the number of students who earn their high school diploma because of our efforts, we continue to turn students' academic careers around and re-engage them as scholars.
    - *SLOs addressed: become lifelong learners, develop effective critical thinking and problem-solving skills, strengthen personal character*

Critical Academic Needs Selected

Through examination of the data, we have identified the following areas as Lincoln High School's critical academic needs:

1. **Continued professional development, learning and collaboration about increasing performance levels on the CST, CAHSEE and CELDT.**
    - *SLOs addressed: become lifelong learners, develop effective critical thinking and problem-solving skills*

Evidence to support critical academic need #1: Our API has been sub-600 the last three years. Our CAHSEE pass results have never exceeded 70%. The percentage of students scoring below the early advanced performance level of the CELDT has increased the last three years, which may have an adverse impact on the CST and CAHSEE scores.

2. **A concentrated focus on improving student attendance is required, which will result in increased student learning, more credits earned, and higher graduation rates.**
    - *SLOs addressed: become lifelong learners, develop effective critical thinking and problem-solving skills, strengthen personal character, practice active citizenship and concern for others*

Evidence to support critical academic need #3: Our attendance rate dropped markedly from 2009-2010 and has been in the ASAM "Growth Plan needed" performance level in each of the last five years. Our ASAM "Average Credit Completion" performance level has been sufficient, but not commendable. Our graduation rate, though unreliable, indicates less than 75% of our students are graduating.

Step Three: Identify Achievement Goals

SAN LEANDRO UNIFIED SCHOOL DISTRICT

STUDENT ACADEMIC LEARNING GOALS

ANNUAL ACADEMIC GOAL: English Language Arts (based on student data analysis using Cycle of Inquiry) **GOAL #1: All students and subgroups will at minimum meet safe harbor or NCLB % Proficient ELA targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.** **See chart below for 2013-14 Goals:** *(to be updated in the Fall annually)*
Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.2%; 9-12 = 88.9%**
See Appendix C for Worksheets that derive this data.
Mid-Year review: Measuring Effectiveness (how will we know strategy is working? What data will we collect? When we will collect this data)? **Review ELA CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring**

ANNUAL ACADEMIC GOAL: **English Language Development** (based on student data analysis using Cycle of Inquiry)

GOAL #2: **All ELs will meet AMAO #1 and AMAO #2 CELDT targets.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for EL subgroup

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Lincoln	17	17	100.0%	--	--	--	--

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

2012-13 AMAO 2 - English Learners Attaining English Proficiency

	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
Lincoln	0	--	--	21.4%	22.8%	17	--	--	47.0%	49.0%

2013-14 CDE AMAO Targets	22.8%	49.0%
2012-13 CDE AMAO Targets	21.4%	47.0%
2011-12 CDE AMAO Targets	20.1%	45.1%
2010-11 CDE AMAO Targets	18.7%	43.2%

No data are reported if there are less than 30 in the cohort.

01/05/2013 Chaja

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?
Review CELDT data, EL ELA CST data and benchmark data to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring.

ANNUAL ACADEMIC GOAL: **Mathematics** (based on student data analysis using Cycle of Inquiry)

GOAL #3: **All students and subgroups will at minimum meet safe harbor or NCLB % Proficient MATH targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.5%, 9-12 = 88.7%**

See Appendix C for Worksheets that derive this data.

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review Math CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

Step Four: Key Improvement Strategies that Align with District LEA Plan (LEAP) with Timelines, Personnel Responsible, Proposed Expenditures, Funding Source, and Goal# (Action Steps)

STRATEGIC PROGRAM ACTION STEPS

- **District-wide Action Steps: Schools can add site-specific items in next section**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
• The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	2013-2015	Prin Logs/notes	$0	NA	1-3
EPC 1.1: Adopted RLA basic and ancillary materials 9-12 SLUSD = Holt + intervention materials to be determined					
Teachers use the Board approved RLA/ELD core and program ancillary materials daily. • Program teacher materials purchased as needed for all teachers • Consummable Intervention materials provided annually	2013-2015	• Core: Successful Williams visit • Ancil: POs or email to IMC	$0	NA	1
The school, in collaboration with the district, will implement the components of Tiered Intervention, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of RLA/ELD, including RLA materials to be used. • Teachers, in collaboration with the District, will identify and purchase Strategic Companion Class and Intensive Intervention materials needed annually • RLA Teachers provide differentiated instruction to meet the needs of all students. • The school will implement Tier II and Tier III of *Tiered Intervention* during Companion ELA 9th-10th grade, ALg 9th greade and *Edge* periods	2013-2015	• Agendas from Task Forces or committees • Sub requests • Prin class visit notes with materials seen in use	$0	NA	1
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic RLA core classroom. • General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	1
EPC 1.2 Adopted ELD Materials 9-12					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
SLUSD = *Milestones*					
ELs are provided with Board approved instructional materials in ELD. These **materials are implemented as designed and in daily** use. • School will order ELD Board-adopted ELD materials: materials to be determined for Companion and Milestones ELD text for separate ELD classes to be determined.	2013-2015	• Prin Logs and notes • PO Copy	$District Funds	District	1
EL students at CELDT proficiency levels 1-3 are provided with a separate ELD course, using Milesones ELD materials if in US schools less than 6 years • The master schedule is designed to provide this separate ELD class for CELDT 1-3 less than 6 year students • The master schedule is designed to provide an ELA Companion Class for CELDT 1-3 more than 6 year students, which is the SLUSD Master Plan definition of Long-Term ELs • Administration and/or EL Specialist reviews the placement of EL students annually	2013-2015	• Master Schedule • Query showing EL students schedules, CELDT level and yrs in US schools	$0	NA	2
Students at CELDT proficiency levels 4 & 5, regardless of years in US schools, are placed in an RLA course that has specifically designated materials and/or strategies for building English language skills • The master schedule is designed to provide these classes • Administration reviews the placement of EL students annually	Sept each year	• Master Schedule • Query showing EL students schedules, CELDT level and yrs in US schools			
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 9-12 **SLUSD = Hampton Brown's *Edge A-B***					
Students identified as Intensive learners (Below 6th grade level) are provided intensive RLA intervention materials. These materials are implemented daily as designed. • Teachers have access and use all components of the *Language*! program • Principal works with district office to ensure new students are assessed for placement annually • Students are monitored for progress to ensure that they advance one level each semester • Scheduling of students is reviewed by the administrator.	Sept each year	• Testing schedule & results • Master Schedule • List of materials to order	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Principals will work with district to identify materials to be ordered.					
Intensive Learner progress is accelerated two years for every year of instruction • Progress monitoring is reviewed regularly to ensure acceleration of student learning	2013-15	• *Language*! Progress monitoring assessments			
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD = McDougal-Littel**					
All students, including ELs, SWDs, students with learning difficulties enrolled in Algebra I are provided the board approved Algebra I instructional program materials. These **materials are implemented daily** as designed to support the needs of all students. • The school will identify and inventory program ancillary materials • The school will develop an ancillary materials replacement plan. • The school will purchase ancillary materials as needed • The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness. • Teachers will use program ancillary materials daily.	2013-2015	• Core: Successful Williams visit • Ancil: POs or email to IMC	$0	NA	3
Teachers will begin to differentiate instruction to meet the diverse needs of their students • Teachers use the adopted basic core mathematics program and ancillary materials designed to differentiated instruction to meet the needs of students, including strategic learners, EL students, SWD students and advanced learners • The school will identify strategies to support teachers in differentiating instruction		• Agendas/notes from site mtgs or course alikes • Prin class visit notes with materials seen in use	$0	NA	3
Modifications and/or accommodations are made to the curriculum or programs for SWD (as specified in the IEP) to enable them to participate successfully in a basic Algebra I classroom. • General ed and special ed staff will collaborate to determine modification to materials and/or instruction	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	3
EPC 1.5: Adopted Math Strategic/Intensive Intervention Materials Gr 6-7 **SLUSD = Math Intervention Materials TBD**					
All students identified as needing **strategic**/**intensive** math intervention in grades six and seven are provided additional time and	2013-2015	• Agendas/notes from Task	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
support using state-adopted intervention math materials. Intensive intervention materials are used in addition to the basic core instructional program. These **materials are implemented daily** as designed in Companion Classes. • The school will work with the district team to identify and inventory materials to be used with intensive math students (and purchase materials as needed) • The school will work with the district team to continue to develop course content and materials for Companion Math 6-7 Courses • Students are assessed and identified as needing intensive mathematics intervention.		Forces or course alikes • Prin class visit notes with materials seen in use in Companion Classes			
Students in grade 9 (including EL, SWD, and students with math learning difficulties) are provided with a one period stand-alone, intervention program (Companion Class) to prepare for grade level Algebra I core classroom using the ancillary materials from the core math program. • The school will continue to develop the Algebra Companion course and identify materials to be used.	2013-2015	• Agendas/notes from Task Forces or course alikes • Prin class visit notes with materials seen in use in Companion Classes			
Modifications and/or accommodations are made to the curriculum or programs for SDW (as specified in the IEP) to enable them to participate successfully in an Algebra Companion classroom. • General ed and special ed staff will collaborate to determine modification to materials and/or instruction. • Special education teachers will continue to identify the best materials and course content to be used for Companion	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes			
EPC 2: INSTRUCTIONAL TIME					
• Schools will submit Master Schedule and calendar of all early release days to the district office in September of each year for EPC 2.1 – 2.7 • The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	Sept, each year	• Master Sched and calendars schedules submitted to C&I • Prin Logs & notes	$0	NA	**1-3**
EPC 2.1: RLA/ELD Basic Core Program (1-2 periods) **SLUSD = Holt, Holt Ancillary Materials, Write Source**					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
The schools schedule allocates for all RLA/ELD classrooms the appropriate daily, uninterrupted instructional time for the basic core for 1-2 hours. • The master schedule is reviewed to verify the allocation of time The principal will conduct classroom visits to monitor program implementation and effectiveness	2013-2015	• Master Schedule submitted to Ed Services • Prin Logs & notes	$0	NA	1
The school uses assessments and placement criteria to determine the instructional needs of strategic students in RLA based on districtwide flow charts and placement procedures	2013-2015	• Placement lists provided in Spring			
EPC 2.2: RLA Strategic Intervention (30-45 min, or up to 1 per) **SLUSD = Using intervention materials one per during school day**					
Students identified as Strategic learners are provided with instructional time (30-45 minutes, or up to one period) in addition to the basic core program. Instruction is linked to the grade level core RLA course. ➢ The master schedule is reviewed to verify allocation of time as many Companion classes as possible for eligible students	Sept each year	• Master schedule submitted to Ed Services	$0	NA	1
EPC 2.3: ELD (30-60 minutes in grades 6-8) **SLUSD = Using *Keystone/Key to Learning* in EPL-leveled classes**					
All identified EL students are provided with 30-60 (or up to one period) additional minutes of daily ELD instructional time. • The master schedule is verified to ensure allocation of adequate time • The CELDT and ARIES record of time in US Schools are used to appropriately place ELs into ELD • CELDT EPL 1-3 students can be placed in a RLA course that has specifically designated materials and/or strategies for building English language skills **with parent request** according to this criteria from the EL Master Plan: o EPL 1-3 Less than 6 yrs in US Schools: 2 period ELD o EPL 1-3 6 yrs or more in US Schools: Companion ELA CELDT EPL 4-5 students are provided the equivalent of ELD through the use of Language Objectives in the core RLA class	2013-2015	• Placement Lists or queries from C&I. • Course rosters reflect placement criteria	$0	NA	2
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs or up to 3 periods) **SLUSD = Using Edge in lieu for 2-3 periods during the day**					
➢ Students identified as intensive learners in grades 6-8 are given 2.5 – 3.0 hours (or up to 3 periods) of uninterrupted instructional time in RLA using the Board adopted intensive intervention Language! progrram.	Sept each year	➢ Placement Lists or queries from C&I. ➢ Course rosters reflect placement	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
The master schedule complies with implementation of adequate RLA instructional time.		➢ Master Sched			
EPC 2.5: Math Algebra 1 Core (1 period) **SLUSD = McDougal-Littel used for 1 period**					
Students are provided with 50-60 minutes of math instructional time The master schedule complies with implementation of adequate math instruction for those student enrolled	2013-2015	➢ Master schedule	$0	NA	3
EPC 2.6: Math Strategic Intervention (1 extra period linked to Alg) **SLUSD = Using Intervention materials selected by the task forces 1 per during school day**					
The school uses assessments and placement criteria to determine the instructional needs of strategic students in RLA based on districtwide flow charts and placement procedures	Spring each year	Placement lists provided in Spring	$0	NA	3
High Priority strategic students in grades 9 receive an additional period of math (companion class) to pre/re-teacher skills taught in the core course.	2013-2015	• Course rosters	$0	NA	3
Teachers provide some strategic grade 9 students with additional targeted differentiated instruction using the core ancillary materials.	2013-2015	• Prin notes/logs			
The schools master schedule is reviewed to ensure Companion Class is provided to as many eligible students as possible	2013-2015	• Master schedule			
EPC 2.7: Math Intensive Intervention (30-60 min or up to 1 per) **SLUSD = Using Adopted Intervention materials 1 per during school day**					
Students in grades 9 identified as intensive learners (below 2 grade levels) receive additional instructional time (Companion Class) and support using the adopted intervention materials.	2013-2015	• Course rosters	$0	NA	1
EPC 3: LESSON PACING GUIDE					
EPC 3.1: RLA Pacing Guide used daily **SLUSD = follow current ELA pacing guide**					
Teachers use the district's adopted instructional/pacing guides daily to implement the RLA/ELD and intensive core programs • For strategic learners, teachers use the RLA/ELD core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development. • Principal will conduct classroom visits to make sure daily agendas reflecting the pacing guides are visible in every classroom	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
ELA Teachers will post and explain the lesson's main RLA Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*1*

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ELD teachers will post and explain the lesson's main ELD Language Objective daily. Content Objective for ELD may also be included	2013-2015	• Prin logs & notes	$0	NA	*1*
EPC 3.2: Math Pacing Guide used daily **SLSUD = follow current Math pacing**					
Teachers use the district's adopted instructional/pacing guides daily to implement the math core programs • For strategic learners, teachers use the math core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development. • Principal will conduct classroom visits to make sure daily agendas reflecting the pacing guides are visible in every classroom	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
Math teachers will post and explain the lesson's main Math Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*3*
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
EPC 4.1: RLA/ELD and Math Core and Intervention 40 Hour Training **SLUSD = AB430 Module 1**					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intensive RLA/ELD programs. *[NOTE: these trainings are not currently available]*	When offered		$0	NA	1-2
EPC 4.2: Ongoing targeted Professional Development **SLUSD = to be arranged**					
The principal and vice principal receive on going targeted professional development to monitor and support full implementation of the EPCs (refer to EPC Criteria and Clarification for the array of administrator professional development)	When offered	• Prin Mtg Agendas and Sign in	$district funds	district	1-3
Principals receive training on *Tiered Intervention* and Common Core implementation.	2013-15	• Prin Mtg Agendas and Sign ins	$district funds	district	1,3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD = meets NCLB requirements**					
Classrooms have highly qualified teachers appropriately credentialed for their assignments • The school, in collaboration with HR has a plan when teachers do not meet NCLB requirements.	2013-2015	• Documentation provided by HR	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 5.2: All Language Arts teachers attend RLA training SLUSD = SB472 Holt level 1 training for all (5 days)					
Teachers are provided with RLA/ELD 40 hour instructional materials professional development for the use of current Board approved RLA/ELD materials. *NOTE: Everyone was trained by 2010 on the current adoption. Trainings will not be offered until a new adoption*	NA	•	$0	NA	1-2
Teachers complete the RLA/ELD 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). *NOTE: Everyone was trained by 2010 on the current adoption. Trainings will not be offered until a new adoption*	NA	•	$0	NA	1-2
Professional development is provided to support teachers in providing Support for differentiated ELD, especially for EPL levels 1 & 2	2013-2015	• Copy of PO			2
EPC 5.3: All teachers attend Math Training SLUSD = SB472 McDougal--Littel Math Training for all (5 days)					
Teachers are provided with 40 hour instructional materials professional development for the use of current Board-approved math materials. *NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption*	NA	•	$0	NA	3
Teachers complete the math 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). *NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption*	NA	• Collaboration and Mtg Agendas and/or notes	$0	NA	3
Teachers receive training on *Tiered Intervention* and Common Core implementation.	2013-2015	• Sign ins and agenda	$0	NA	3
Professional development will be used to refine the use of differentiated instruction to address the needs EL students, African American students, Latino, and special education students, and other target subgroups as well as student working above grade level.	2013-2015	• Sign ins and agenda	$0	NA	3
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
EPC 6.1: RLA Support implementing adopted programs SLUSD = one-on-one coaching on Holt, Edge, Milestones and other intervention materials TBD					
All RLA/ELD and intensive teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches,	2013-2015	• Contracts/MOUs or POs	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved RLA/ELD and intensive instructional programs. District funds the following: • Site works with districtwide instructional coaches and content experts as needed • Site participates in Learning Walks and PD focused on implementing latest research on effective instruction led by Napa-Solano-Contra Costa County Office of Ed Team • Site sends team to PLC followup trainings • Site sends team to Common Core Transition Planning Team • Site sends teachers to E3 Racial Equity training		• PPAFs for coaches			
EPC 6.2: Math Support implementing adopted programs **SLUSD = one-on-one coaching on core and intervention materials**					
All math and intervention teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved math and intensive instructional programs • Site works with math coaches and content experts as needed • The principal structures and monitors the use and impact of coaching services on student's achievement.	2013-2015	• Contracts/MOUs or Pos • PPAFs for coaches	$0	NA	3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
EPC 7.1: RLA/ELD and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments**					
The school will follow the district's annual assessment calendar.	2013-2015	• Data scanned into *Illuminate*	$0	NA	1
Teachers have access to electronic data management system (*Illuminate*), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intensive RLA/ELD programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the *Curriculum Associates* benchmark assessments.	2013-2015	• Assessment result reports • Agenda and calendars of meetings	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative RLA/ELD assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.					
Data from STAR and RLA/ELD assessments is disaggregated by subgroup (race, language, special education, SED) and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	• Disaggregated data charts and reports	$0	NA	1
Students participating in the RLA/ELD and math intervention programs will be tagged in Aeries and data will be collected to monitor student progress and program effectiveness.	2013-2015	• List generated from AERIES tags	$0	NA	1
Teachers will score at site level one on-demand writing assessments focused on Persuasive Writing annually	2013-2015	• Pacing guide • Scores submitted to site admin	$0	NA	1
CELDT data will be reviewed to determine the % of EL students advancing by one or more levels. (AMAO 1)	2013-2015	• *Illuminate* reports	$0	NA	2
EPC 7.2: Math and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access Math Benchmarks & UnitTests**					
Teachers have access to electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intervention math programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the summative benchmark assessments • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative Math assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.	2013-2015	• *Illuminate* training agendas and Sign ins • Collaboration agendas and notes • Sub requests for Task Force reps • Assessments in *Illuminate*	$0	NA	3
Data from STAR and district math assessments is disaggregated and used to determine placement, diagnosis of readiness for grade level,	2013-2015	• Data reports	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
standards-based instruction, guide school-wide focused work and daily instructional planning.					
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
EPC 8.1: Structured Collaboration (2 hrs/month) on adopted RLA/ELD programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all RLA/ELD, strategic, intensive, special education, and ELD) are provided with a two hours (preferably 1 hr weekly) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification • The Dufour PLC process will be used during grade level collaborative planning time • The principal/site leadership team will ensure that time is provided for: o Using and analyzing timely students common assessment results o Strengthening program implementation o Designing and improving lesson and instruction o Identifying research-based strategies to support skills o Implementing culturally responsive teaching strategies o Implementing research-based strategies to meet the needs of English learners	2013-2015	• Collaboration on annual school calendar • Collaboration agendas and notes • Record of substitutes for release time	$0	NA	1-2
Peer coaching will be implemented to increase the use of culturally relevant strategies to enhance the adopted core programs.	2013-2015	• Schedule of release • Sub requests	$0	NA	1-2
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs & notes	$0	NA	1-2
EPC 8. 2: Structured Collaboration (2 hrs/month) on adopted math programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all math, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • Same as 8.1 above.	2013-2015	See 8.1	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs and notes	$0	NA	3
BEYOND THE EPCs					
Other content area teachers will post and explain the lesson's main Content Objective daily	2013-2015	• Prin logs & notes			
Other content area teachers will participate in PLCs and common core/new standard planning activities		•			
Supplementary Materials For Opportunity and Equal Access					
ELA and Math					
The school will identify supplemental materials that are culturally reflective of the student population and that are inclusive and respectful of differences to be used to bridge gaps in the core materials.	2013-2015	• Copy of POs • Lists of materials	See site section below		1-3
The school will evaluate and purchase research-based standards aligned technology programs to support students in grades RLA/ELD and Math	2013-2015	• Copy of POs	See site section below		1
TARI program participants will develop projects integrated art into RLA time and writing into Art classes (or the equivalent for Science)	2013-2015	• Prin logs and notes	$0	NA	1
SCIENCE		•			
		•			
HISTORY/SOCIAL SCIENCE		•			
		•			
ART/Music		•			
		•			
CTE		•			
		•			
PE		•			
		•			
SCHOOL CLIMATE/CULTURE					
In conjunction with the district level racial equity work, sites will develop a plan to ensure that racial equity work at the site is focused on closing the academic disparity gaps.	2013-2015	• Meetings on calendar • Agendas	$0	NA	1-3
A beginning of the year assembly or class meetings will be held to address issues of no name calling and anti-bullying strategies he school explicitly address anti-bullying and safe school activities throughout the school year	2013-2015	• Meeting Agenda or staff com-munication with this info	$0	NA	1-3
The school implements the safe school activities	2013-2015	• Prin logs and notes	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Classroom and school wide rules are posted in every classroom along with positive rewards and consequences	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
The halls and walls reflect the race and culture of the students and families	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
Culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual differences.	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need.	2013-2015	• Mtg or collab agendas	$0	NA	1-3
Schools will utilize COST referral system for academic and social-emotional support	2013-2015	• COST Forms	$0	NA	1-3
The school will monitor student referrals and suspension and provide intervention services as appropriate. • The school will continue to enter student suspension and referral data into the Aeries system • The school will monitor referral data monthly to identify students in need of intervention • The school will develop an intervention plan for students listed above	2013-2015	• Suspension and referral summaries from DO • Site meeting agendas	$0	NA	1-3
PARENT INVOLVEMENT					
Outreach to parents of color will continue.	2013-2015	• Prin notes on meetings/phone calls	$0	NA	1-3
All notices, reports, statements, or records sent to the parent or guardian of any pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (at the same time), when 15 percent or more of the student population at the school site speak a single primary language other than English	2013-2015	• Copies of flyers, newsletter in Eng and Span	$0	NA	1-3
Title I schools will hold one Title I parent meeting in the fall and provide flexible meeting opportunities and parent education workshops throughout the year.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The vision of the *Parent Equity* team (inclusion, respect, accountability) is visible throughout the school	2013-2015				1-3
The school will use *Blackboard* to inform parents of critical events and	2013-	• Teleparent log	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
information	2015				
LEADERSHIP AND GOVERNANCE					
The School Site Council elections are held and the SSC memberships reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	• Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	• Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	• SSC flyer • SSC Agenda • SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs. If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process	2013-2015	• ELAC flyer, agenda and minutes	$0	NA	1-3

STRATEGIC PROGRAM ACTION STEPS

- **School-specific Action Steps**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
1) Purchase books, computer programs to increase access to core 2) Purchase software targeted for EL students to improve reading/writing skills 3) 12th grade students who have yet to pass the CAHSEE will be placed in CAHSEE Intervention courses 4) Teachers will use Board-approved curriculum 5) Principal will conduct regular classroom visits to monitor program	2013-2015	1, 2) Purchase orders and list of materials to order 3) Section added to .8 FTE math teacher 4) Visits to	**1) $1000 2) $600 3) $20,000 for CAHSEE Math section,**	**1) EIA – SCE 2) EIA – LEP 3) CAHSEE Intervention funds 4) N/A 5) N/A**	**1, 2**

effectiveness		classrooms and usage of text for assignment completion 5) Principal logs and notes to teachers	**$0 for CAHSEE ELA (paid out of GF)** **4) $0** **5) $0**		
EPC 2: INSTRUCTIONAL TIME					
Develop master schedule to address students' specific credit and CAHSEE passage needs, including offering a 1st period project-based independent-learning class, as well as credit recovery sections for students to complete coursework online	2013-2015	Master schedule and calendar submitted to Educational Services	**$0**	**N/A**	**1 - 3**
EPC 3: LESSON PACING GUIDE					
Staff will develop personal pacing guides, as aligned with the CCSS	2013-2015	Meeting notes and individual pacing guides submitted to principal	**$0**	**N/A**	**1 - 3**
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
Administrator receives additional training or coaching in PLC, CCSS and other key district initiatives	2013-2015	Principal meeting agendas and sign-ins	**District funds**	**District**	**1 - 3**
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
Teachers receive training on Tiered Intervention and CCSS implementation	2013-2015	-Meeting notes -Sign-ins and agendas -POs -Materials gathered at conferences	**District funds**	**District**	**1 - 3**
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
1) Teachers will attend conferences/seminars/trainings to A) Learn strategies for providing multi-culturally inclusive curriculum leading to increased student achievement B) Learn strategies that will increase their ability to better	2013-2015	-Meeting notes -Sign-ins and agendas -POs	**1A) $800** **1B) $2000 ($500 of**	**1A) EIA SCE** **1B) EIA LEP** **2)EIA SCE**	**1 - 3**

address our EL students' needs C) Get a better understanding of CCSS and how it will be fully implemented for the 2014-2015 school year and beyond 2) Teachers will be released from their classes to visit other classrooms and programs in the area that are effectively serving similar student populations		-Materials gathered at conferences	**which will be used to pay for subs) 1C) $0 2)$500**		
Send 1 participant to **E3-New Cohort**: Engaging Equity Everyday-teacher equity training	2013-2015	Agendas and sign-ins	**$700**	**EIA - SCE**	**1 - 3**
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
Teachers receive training for Illuminate and how to implement it on this campus	2013-2015	Agendas and sign-ins	**$0**	**N/A**	**1 - 3**
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
Conduct curriculum coordination staff meetings to take place on the second Wednesday of each month	2013-2015	Agendas, sign-ins and notes	**$0**	**N/A**	**1 - 3**
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
ELA and Math					
Purchase 2 more student computers	2013-2015	• POs	**$1500**	**EIA – SCE**	**1 - 3**
Instructional materials	2013-2015	• POs	**$500**	**PRBG**	**1 - 3**
SCIENCE		•			
Purchase lab equipment for hands-on, experiential learning	2013-2015	• POs	**$500**	**PRBG**	
HISTORY/SOCIAL SCIENCE		•			
-Purchase two document cameras -Instructional materials	2013 - 2015	• POs	**-$1500 -$500**	**-EIA – SCE -PRBG**	**1 - 3**
ART		•			
-Classroom supplies	2013-2015	• POs	**$200**	**PRBG**	**1 - 3**
Music		•			
		•			
PE		•			
Purchase balls and other sports equipment	2013-2015	POs	**$300**	**PRBG**	**1 - 3**
Schoolwide					
Purchase materials students need to work in class	2013-	Office Depot POs	**$790**	**EIA – SCE**	**1 - 3**

	2015				
SCHOOL CLIMATE/CULTURE					
Pay for students to attend field trips to gain greater access to curriculum via experiential learning	2013-2015	MOUs, POs	**$1000**	**EIA – SCE**	**1 - 3**
Pay for end-of-year senior trip	2013-2015	MOU, PO, ticket receipts	**$1800**	**PRBG**	**1 - 3**
Purchase gift cards as incentives for students excelling with academics, attendance and/or scholarship	2013-2015	Receipts	**$1000**	**PRBG**	**1 - 3**
PARENT INVOLVEMENT					
Principal meets with families of all students at orientation	2013-2015	Principal notes, agendas	**$0**	**N/A**	**1, 3**
Inform parents of critical events via Blackboard	2013-2015	Blackboard log	**$0**	**N/A**	**1, 3**
LEADERSHIP AND GOVERNANCE					
Supplies purchased to help run the school more effectively	2013-2015	POs	**$500**	**PRBG**	**1 - 3**

Other Required Elements

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Multi-funded students receive the core curriculum through the district's instructional delivery system supported by district funds, and appropriate supplemental program services to support or extend their learning as needed. These specially funded program services support and do not supplant the district's core curriculum or services. They are coordinated to provide a coherent educational experience and are evaluated through the analysis of disaggregated students' achievement data.

The two major purposes of San Leandro Unified School District's participation in School Based Coordinated Programs are to:

1. Allow for collaborative planning of strategies and instructional practices to assist special needs students to succeed in the core curriculum.
2. Provide for articulation between classroom teachers and auxiliary personnel regarding how auxiliary services support special needs students in the core curriculum.

- Instructional and auxiliary services are provided to meet the needs of each of the student populations listed below, regardless of whether the school receives state and federal supplementary funding for each of the groups:
    - Limited English proficient students
    - Socio-economically disadvantaged students
    - Gifted and talented students
    - Students with exceptional needs (Special Education Services)
    - Historically underserved populations (African American, Latino, Standard English Learners)

Limited English Proficient Students (ELL):
Limited English proficient students are placed with appropriately certificated teachers or teachers-in-training to receive simultaneous instruction in English Language Development and in the core curriculum. As required by law parental exception waivers are available for alternative program placement (K-5 bilingual instruction).

The goal for all English learners is the rapid, effective and efficient development of proficiency in English and in the core academic areas. The rich standards-based curriculum is accessible to all students through primary language support, Specially Designed Academic Instruction in English (SDAIE), and English language Development (ELD) as appropriate. Guidelines and procedures for assessment, placement, monitoring, transition (in the case of bilingual students) and reclassification are outlined in the District Master Plan.

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Educationally Disadvantaged Students (CON 20h): ***EIA & Title I: Describe EIA and/or Title I services at your school site in these two areas:***

1. ***Site-funded Professional Development and Coaching Plans***
   - Training for teachers regarding Common Core State Standards
   - Conferences for teachers to learn strategies to effectively teach EL students
   - Conference/seminar for teachers to be trained on implementing a multi-culturally inclusive curriculum

2. ***Site-funded Parent Involvement Activities***
   -
   -
   -

Gifted and Talented Education (GATE):
Due to the state's Tier III flexibility, the GATE funds for the District have been swept and will be used for "any educational purpose*". Due to budget cuts, testing to identify GATE students will be limited to the 3rd grade.* Differentiated instruction is provided in classrooms to meet the needs of our GATE students.

SPECIAL EDUCATION PLAN AND CHECKLIST

1. Check off all of the special education services provided at the school site:
   - X Resource Program Specialist (RSP)
   - ☐ Special Day Class-mild to moderate (SDC-mm)
   - X Special Day Class-moderate to severe (SDC-ms)
   - ☐ Speech/Language Specialist (S/L)
   - ☐ Adaptive PE Teacher (APE)
   - ☐ Specialized Health Care Nurse (SPHC)
   - ☐ Itinerant Specialist for Physically Handicapped (ISPH)
   - ☐ Behavioral Specialist
   - ☐ Vision Handicapped Specialist (VH)
   - ☐ Itinerant Specialist DHOH
   - X Psychologist
   - ☐ Program Specialist for Workability
   - ☐ Program Specialist for Transition Opportunity Program (TOPS)

2. How does the school site assure that all identified special education students are appropriately served?
   - ☐ Attendance records from each service provider
   - X Staff that work with student have access and understanding of IEP
   - X Class lists for RSP, SDC and DIS provided by Special Services Department indicate appropriate placement as per the IEP
   - X Administrators or designee attend IEP meetings and review IEPs for compliance
   - X Students registered at the sites that have previous IEP records forward the records to the Special Services Department to ensure appropriate placement
   - ☐ Other

3. How does the plan address the curriculum, instructor strategies, and materials needed by identified special education students so that they may participate successfully in the district's core curriculum?
   - X District trainings available to appropriate personnel
   - ☐ Core curriculum materials within special education classroom as appropriate
   - X Collaboration between general education and special education staff for materials, strategies, etc.
   - X Staff and/or department meetings to address curriculum, etc.
   - ☐ Other

4. How does the school site meet the instructional needs of special education students?
   - X Follow the completed and signed IEP
   - X Collaboration between general education and special education
   - X General education staff have access to student IEP as appropriate
   - X Case managers coordinate services between DIS and general education teachers
   - X Core curriculum materials are provided to special education staff as appropriate
   - X A variety of service delivery systems as identified on the IEPs are provided
   - ☐ Other

5. How are services provided by the SDC, RSP and/or DIS to non-identified special needs students?
   - X Special education staff members may attend SST meeting

- X Special education staff may observe students who have not yet been identified as special education students and provide feedback to general education staff
- X A special education teacher may consult with a general education teacher regarding a non-identified student
- ☐ General education teachers may observe SDC classrooms to obtain instructional strategies and/or ideas that can be used in general education classroom.
- X Special education staff may attend district-wide trainings offered by Special Services Department

6. Describe the services the RSP and/or DIS specialists provide in the general education classroom.

- X RSP and DIS specialists may observe student in the general education setting and provide feedback to staff
- X RSP and DIS specialists may model lessons to general education staff upon request
- X RSP and DIS specialists may consult with general education teachers informally
- X Sharing of materials, ideas and strategies between general education and special education staff
- X Other – Co-teaching and push-in support

7. How do you monitor success and failure? How do you monitor student progress toward completion of graduation requirements?

- X Report cards on a trimester or quarterly schedule
- X Daily or weekly progress reports as needed
- X Annual IEP reviews with updated assessments and objectives
- X Parent initiated conferences include update on attainment of graduation requirements
- X IEP meetings include update on graduation requirements
- X Students meet with counselors to discuss graduation requirements (parent may also attend)
- X The principal ensures that accommodations are occurring as per the IEP
- X Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
- X Principal reviews any of the above and confers with staff as appropriate to ensure student success

Budgeting

Centralized Services (district provides)

The district coordinates many services with categorical funding. The centralization of services helps to ensure that all eligible students are receiving adequate and appropriate support as efficiently as possible. Here are the main services that are centralized:

Title I

- NCLB Required Reservation funds (**30% of total Title I budget**)
  - School Choice and Supplementary Educational Services (SES) tutoring
  - Professional Development and support through instructional coaching
  - Professional Development and support through Coordinator of Data and Assessments and *Illuminate* data system
  - McKinney-Vento Homeless families academic support
- NCLB Allowable Reservations
  - District and School Program Improvement activities, mailings and other supports

EIA-LEP

- EL Clerks who maintain records, administer assessments, help with reclassification of ELs and carry out other EL-related duties as assigned
- EL CELDT Testing coordination and EL Master Plan implementation throughout the year

EIA-SCE

- Administrators support to sites with direct professional development in the form of training, coaching and other forms of direct support for principals, coaches, clerks, para-educators and teachers.
- Mental Health Counseling Services provided to each school (to below proficient students)

2013-14 Funding for these Centralized Services from Current Base and Carryover allocations:

- **This is in addition to what was also directly allocated to site.**

School	Title I Amt*	EIA-LEP Amt	EIA-SCE Amt
Garfield	$31,509	$14,285	$11,555
Jefferson	$60,098	$23,629	$15,039
Madison	NA	$9,613	$7,573
McKinley	$41,971	$17,430	$12,302
Monroe	$30,414	$10,332	$8,497
Roosevelt	NA	$6,828	$8,106
Washington	$38,565	$18,418	$11,982
Wilson	$69,222	$30,637	$21,155
Bancroft	$77,960	$14,016	$21,581
Muir	$75,426	$12,039	$20,621
SLHS	NA	$26,234	$68,441
Lincoln	NA	$1,527	$3,022
Totals	**$425,164**	**$184,987**	**$209,874**

*Title I includes the required 30% reservations listed above

Budgeting

- **State Programs and Budgets Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

	State Programs	Allocation
☐	*California School Age Families Education* *Purpose: Assist expectant and parenting students succeed in school.*	$NA
X	**Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	$7790
X	**Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$2606
☐	*High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐	*Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐	*Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
X	*Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$5000
☐	*School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐	*School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐	*Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) – CAHSEE Intervention funds	$20,000
	Total amount of state categorical funds allocated to this school	$15,396

Budgeting

- **Federal Programs and Budgets Included in this Plan**

Federal Programs under No Child Left Behind (NCLB)		Allocation
☐	*Title I, Neglected* *Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution*	$NA
☐	*Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth*	*$NA*
☐	**Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	*$*
☐	*Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$NA
☐	*Title I, Part A: Program Improvement* *Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups*	$NA
☐	*Title II, Part A: Teacher and Principal Training and Recruiting* *Purpose: Improve and increase the number of highly qualified teachers and principals*	$NA
☐	*Title II, Part D: Enhancing Education Through Technology* *Purpose: Support professional development and the use of technology*	$NA
☐	*Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students* *Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards*	$NA
☐	*Title IV, Part A: Safe and Drug-Free Schools and Communities* *Purpose: Support learning environments that promote academic achievement*	$NA
☐	*Title V: Innovative Programs* *Purpose: Support educational improvement, library, media, and at-risk students*	$NA
☐	*Title VI, Part B: Rural Education Achievement* *Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs*	$NA
☐	Other Federal Funds (list and describe[1])	$NA
	Total amount of federal categorical funds allocated to this school	$0
	Total amount of state and federal categorical funds allocated to this school	$0

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Budgeting

- **Site Plan Budgeting Chart**

Budget Planning Charts

School: Lincoln **Year:** 2013-2015

1. Enter Total Allocation for each budget
2. List brief description of items and Estimated Cost from Action Steps
3. Make sure that allocations here match "Cost" column in site plan or ammend (SSC minutes or Fall Addendum)
4. **Submit this Chart to C&I for a Compliance Check prior to taking to SSC**

NOTE: Sites should print out Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

EIA-SCE (Should Be SSC approved and in School Plan)

This budget (7090) is for action steps targeting EDY students
EDY is all English Learners + Non-EL below proficient in either Math or ELA
*******Cannot be used for students who are proficient*****

Action Step Items	Est Cost
Instructional Materials (Books, computer programs as supplemental learning materials)	$1,000
Non-Capitalized Equipment (Equipment (computers, doc cam) to make subject matter more accessible)	$3,000
Travel and Conference (Conferences/tranings to provide multiculturally inclusive curriculum leading to increased s	$1,500
Sub Release (Release teachers to observe other classes/schools/programs to improve instructional techniques)	$500
Field Trips (Provide opportunities for students to have experiential education outside the classroom)	$1,000
Office Supplies (Purchase materials -pencils, notebooks, paper, etc. - students need to work in class)	$790
Total in budget	$7,790
Total allocation	$7,790
Balance	$0

EIA-LEP (Should Be SSC approved and in School Plan)

This budget (7091) is for action steps targeting English Learners ONLY
EL means current English Learners (not RFEP)
*******Cannot be used for Non-English Learners****

Action Step Items	Est Cost
Instructional materials (Purchase softw are that is targeted for EL students to improve reading/w riting skills)	$600
Travel and Conference (Send teachers to training (SDAIE, SIOP, GLAD) to increase their skills in addressing our E	$1,500
Sub Release (Pay for substitute teachers for teachers w hile they are at EL tranining/conferences)	$500
Total in budget	$2,600
Total allocation	$2,606
Balance	$6

Pupil Retention Block Grant

PRBG funds will be used on services to keep students in school

Action Step Items	Est Cost
Instructional Materials	$2,500
Field Trip	$1,800
Office Supplies	$500
Classroom Supplies	$200
Total in budget	$5,000
Total allocation	$5,000
Balance	$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Alexander Harp	X				
Melanie Blagburn		X			
Caitlin Healy		X			
Shirley Beal			X		
Heather Payne			X		
Lorraine McKelvey				X	
Judith Valenzuela				X	
D'Aujsha Mills					X
Juan Ornelas					X
Numbers of members of each category	1	2	2	2	2

[2] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

San Leandro Unified School District

ELAC Recommendations to SSC on Single Plan for Student Achievement, 2012-13

School Site: Lincoln HS has no ELAC

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S)	**RECOMENDACION(ES)/ RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	**RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

San Leandro Unified School District
SAC Recommendations to SSC on Single Plan for Student Achievement, 13-14

School Site: Lincoln High School

PARA/TO: X Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S)	**RECOMENDACION(ES)/ RECOMMENDATION(S)** **SAC delegated responsibilities to SSC on 11/28/12**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	**RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** *Signature is on attached hard copy and uploaded onto L drive* **FECHA/DATE:**

Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)***:

   X School Advisory Committee for State Compensatory Education Programs

   ___ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   X Other -Student Leadership Team

4. 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 LEA Plan.

5. This school plan is based on 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. This school plan was adopted by the school site council at a public meeting on: 6/6/13.

Attested: *Signatures are on attached hard copy and also uploaded onto L drive*

__Alexander Harp_____	_____	_____
Typed name of school principal	Signature of school principal	Date
___Melanie Blagburn_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendices:

- **APPENDIX A: School Accountability Report Cards (SARC)**

- **APPENDIX B: Charts for "Step 1: Analyze Student Achievement Data"**
  - **Demographic Data (district provides these resources for comparing school data)**
    - *% Race/Ethnicity* by School
    - *% Language Fluency Groups*: EL, RFEP, IFEP & EO by School
  - **Academic Achievement Data**
    - **CST Data: 2012**
      - *Schoolwide 2-Year Change* in STAR CST
      - *Schoolwide 4-Year Trends in ELA* CST by Grade
      - *Schoolwide 4-Year Trends in Math* CST by Grade
      - *Schoolwide 4-Year Trends in Science* CST by Grade
    - **API Data 2012**
      - *Districtwide API Chart* with:
        - Schoolwide API
        - Statewide Rank
        - Similar Schools Rank
      - *Student Subgroup API ---2 years*
      - *Schoolwide 4-Year Trends in API*
    - **AMAO Data-CELDT 2013**
      - *AMAO 1 Districtwide chart*
      - *AMAO 2 Districtwide Chart*
  - **Non-Academic Data**
    - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
    - 2011-12 and 2012-13 Average Monthly Attendance
    - 2011-12 and 2012-13 Suspensions by Race

- **APPENDIX C: Worksheets for STUDENT ACADEMIC LEARNING GOALS**

- **APPENDIX D: Other Data, Charts, etc.**

APPENDIX A

Lincoln High School

2600 Teagarden St. • San Leandro, CA 94577 • (510) 618-4460 • Grades 9-12
Alex Harp, Principal
aharp@slusd.us

2011-12 School Accountability Report Card Published During the 2012-13 School Year

San Leandro Unified School District
14735 Juniper St. San Leandro, CA 94579 (510) 895-4199
www.sanleandro.k12.ca.us

District Governing Board

Lance James
Ron Carey Mike
Katz-Lacabe Jason
Toro
Diana J. Prola
Vince J. Rosato
Elisha Feliciano
Student Board Member

District Administration

Cindy M. Cathey
Superintendent

Debbie Wong **Assistant Superintendent Educational Services**

Song Chin-Bendib
Assistant Superintendent Business & Operations

John Thompson
Senior Director II Human Resources

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 618-4460.

School Description

Principal's Message

The purpose of Lincoln High School is to provide an alternative education setting for San Leandro Unified School District students to earn a diploma in ways markedly different than the comprehensive high school. Credit deficiency is the main reason students enroll in our continuation high school. We recognize that students have different reasons for being behind in credits (family problems, truancy, relocating, etc.) and that we must provide them with a non-traditional way of earning credits towards graduation. The staff at Lincoln High School works with students individually as young adults to help them gain academic focus, to gear them towards graduating and to prepare them for future scholarly and occupational aspirations. We have high academic and social expectations for all of our students and we encourage them to aspire to greatness.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state of- the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

The mission of Lincoln High School is to provide an alternative educational setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity and academic excellence.

Philosophy

We believe that everyone is capable of greatness and that is our responsibility to do whatever it takes to ensure the academic, social and emotional success of each student.

School-wide Learner Outcomes
Upon graduation from Lincoln High School, students will:

Become lifelong learners by:
- Acquiring a variety of learning strategies
- Demonstrating knowledge of abilities, strengths and interests
- Possessing self-confidence in academic capabilities

Develop effective critical thinking and problem-solving skills by:
- Increasing performance levels on standards-based assessments
- Reading, writing and using mathematics at a high school level
- Utilizing essential skills for research and test-taking strategies

Strengthen personal character by:
- Speaking and listening effectively in academic, professional and public settings
- Valuing individual beliefs while allowing for compromise, risk-taking and collaboration
- Demonstrating punctuality, attendance, attitude, participation and productivity
- Practicing integrity, self-discipline, respect and compassion

Practice active citizenship and concern for others by:
- Negotiating conflicts, while understanding and respecting diversity
- Valuing and participating in service to the community
- Being aware of environmental, political and global issues
- Showing respect to self and others

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Lincoln High School. Parents may participate in orientation activities at the start of the new school year or as their student enrolls during the course of the year.

Lincoln High School has a school site council that meets periodically throughout the year to review the site plan and to discuss pertinent issues, curriculum and policies. Lincoln High School holds monthly parent workshops to involve families more in the education of their children.

Contact Information
Parents who wish to participate in Lincoln High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4460.

Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 11	28
Gr. 12	75
Total	103

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	11	10.7	14.4	5	3	5		0	0		0	0
Math	8	7.3	14.3	2	3	3		0	0		0	0
Science	9	7.3	17.3	3	4	3		0	0		0	0
SS	11	6.5	14	7	8	8		0	0		0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern at Lincoln High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by teachers and classified staff, most recently in November, 2012. The key elements of the School Site Safety Plan include how to handle an emergency, staffing in an emergency, emergency procedures, and student/staff safety.

To ensure student safety, staff members supervise students at all times before and after school, and during breaks. Visitors are not allowed on campus without prior permission from the principal.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Age & Condition of Facilities

Lincoln High School was originally constructed in 1991 and is currently comprised of five portable classrooms, a mini-library, a staff lounge, a computer lab, and administrative offices. Upgrades and additions to the campus occurred in 1997 and 1998.

Cleaning Process

One part-time custodial staff member works daily to ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Lincoln High School's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated $164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Hole in wall-Room B. Various bulbs out. Various ceiling tiles broken/stained. Several doors need alignment.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Briquets on countertop-Office. Chemicals under sink-Lighthouse.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	5	6	11
Without Full Credential	1	1	1
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Primary areas of focus for staff development include building strong relationships with students, improving students' literacy and test-taking skills, improving instructional strategies and equity. The areas of focus are determined through the WASC self-study, as well as input from staff, students and families and constant data analysis.

Teachers are given release time by the principal to observe other teachers and also to attend workshops and conferences. Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and district instructional coaches.

The district supports staff development through three Professional Growth Days each year.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	76.47	23.53
Districtwide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	225

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,832	$40,656
Mid-Range Teacher Salary	$67,857	$64,181
Highest Teacher Salary	$90,079	$82,486
Average Principal Salary (ES)	$109,795	$102,165
Average Principal Salary (MS)	$116,087	$108,480
Average Principal Salary (HS)	$134,757	$117,845
Superintendent Salary	$204,399	$181,081
Percent of District Budget		
Teacher Salaries	47%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

San Leandro Unified School District spent an average of $7,709 to educate each student (based on 2010-11 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Title IV Safe & Drug Free Schools & Communities
- Vocational and Applied Technology Education Act
- Federal, Special Education, Discretionary Grants

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program.

San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2012 are illustrated in the chart.

Textbooks and Instructional Materials

Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts		Heinle & Heinle Adopted 2010 Holt, Rinehart & Winston Adopted 2003 Hampton Brown Adopted 2011
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Mathematics		McDougal Littel Adopted 2008 Pearson/Addison Wesley Adopted 2008 W.H. Freeman Adopted 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Foreign Language		Holt, Rinehart & Winston Adopted 2003 McDougal Littell Adopted 2003 Prentice Hall Adopted 2003
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Health		Glencoe Adopted 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison (A Composite of CST, CMA and CAPA)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	5	2	2	44	45	48	52	54	56
Math	2		5	35	36	37	48	50	51
Science				50	53	49	54	57	60
H-SS			4	38	39	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	37	49	37
All Student at the School	2	5		4
Male		6		6
Female	3	4		3
Black or African American	5	6		4
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				4
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	3	3		5
English Learners				
Students with Disabilities				9
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	26	-42	62
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		58.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	23	6,356	4,664,264
	API-G	500	743	788
Black or African American	Students	7	1,049	313,201
	API-G		673	710
American Indian or Alaska Native	Students	0	20	31,606
	API-G		694	742
Asian	Students	0	960	404,670
	API-G		855	905
Filipino	Students	0	516	124,824
	API-G		812	869
Hispanic or Latino	Students	16	2,871	2,425,230
	API-G	487	703	740
Native Hawaiian/ Pacific Islander	Students	0	79	26,563
	API-G		670	775
White	Students	0	704	1,221,860
	API-G		793	853
Two or More Races	Students	0	140	88,428
	API-G		829	849
Socioeconomically Disadvantaged	Students	21	4,059	2,779,680
	API-G	500	712	737
English Learners	Students	8	2,564	1,530,297
	API-G		710	716
Students with Disabilities	Students	6	833	530,935
	API-G		596	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	Yes	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements

Group	Graduating Class of 2012		
	School	District	State
All Students	84.85	92.45	---
Black or African American	86.96	90.55	---
American Indian or Alaska Native	100	80.00	---
Asian	50.00	96.55	---
Filipino	80.00	97.01	---
Hispanic or Latino	86.21	90.55	---
Native Hawaiian/Pacific Islander	100	83.33	---
White	80.00	93.00	---
Two or More Races		87.50	---
Socioeconomically Disadvantaged	74.19	91.00	---
English Learners	100	77.78	---
Students with Disabilities	100	79.45	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
School			
Dropout Rate (1-year)	34.1	16.9	13.5
Graduation Rate	83.59	82.89	82.35
District			
Dropout Rate (1-year)	5.2	16.9	13.5
Graduation Rate	83.59	82.89	82.35
State			
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
School			
English-Language Arts			
Mathematics			
District			
English-Language Arts	51	49	47
Mathematics	49	42	44
State			
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students
Computer Science	0	-
English	0	-
Fine and Performing Arts	0	-
Foreign Language	0	-
Mathematics	0	-
Science	0	-
Social Science	0	-
All courses	0	0

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Gro	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53	22	25	56	32	12
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education						

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	1.6

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

•

Programs and classes offered that are specifically focused on career preparation and or preparation for work

- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Lincoln High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the aca demic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in Lincoln High School's Career Technical Education (CTE) programs.

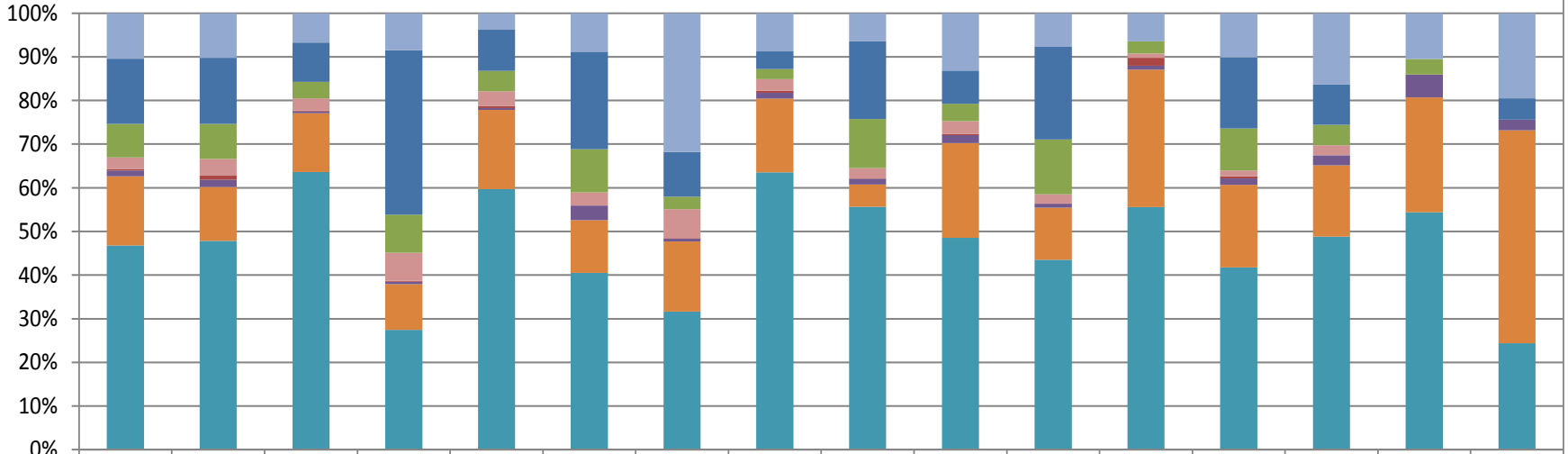
Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	5
Percent of pupils completing a CTE program and earning a high school diploma	8.6
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	20.0

APPENDIX B: Demographic Data

- **% Race/Ethnicity by School** (resource for comparing schools)

San Leandro Unified School District: Percent of Student Race/Ethnicity

By District by School April 2013



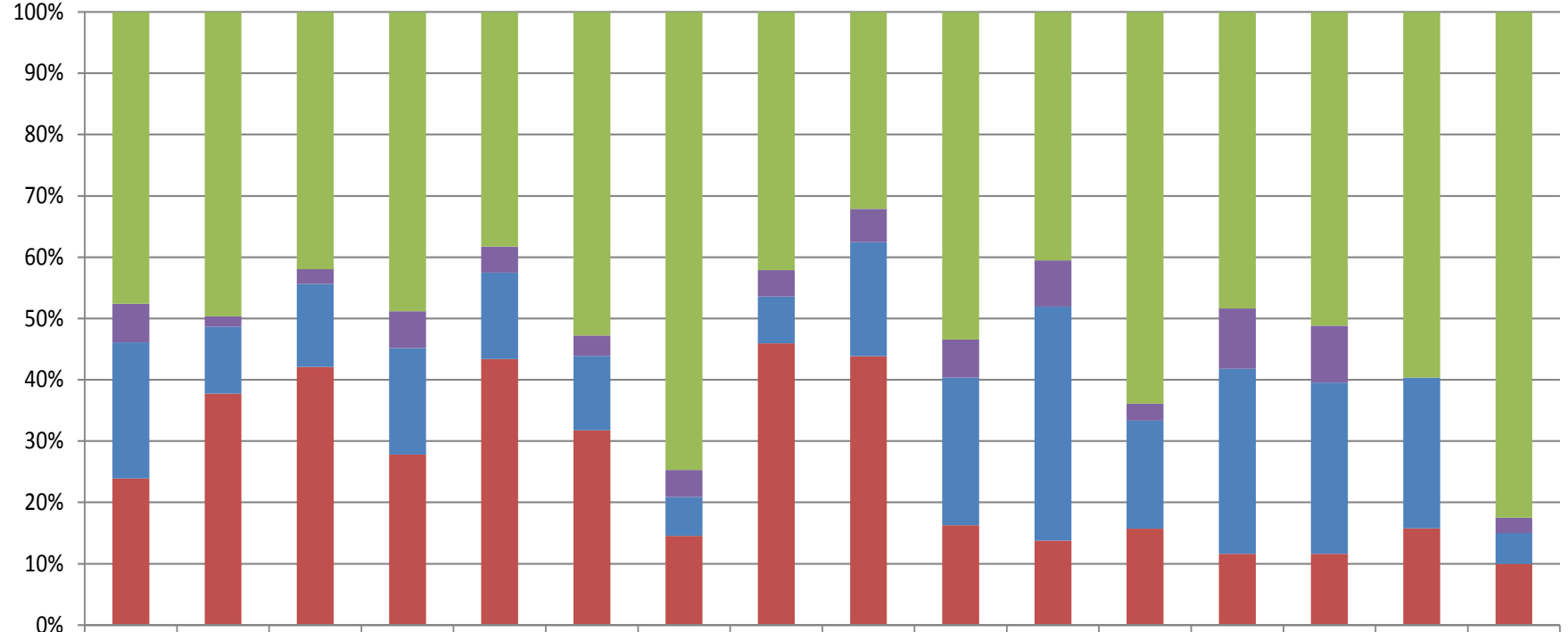
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%	9.3%	0.0%	4.9%
Filipino	7.7%	8.1%	3.7%	8.7%	4.7%	9.9%	2.8%	2.3%	11.3%	4.0%	12.5%	2.8%	9.6%	4.7%	3.5%	0.0%
Two or More Races	2.7%	3.8%	2.8%	6.4%	3.4%	3.0%	6.6%	2.7%	2.3%	2.9%	2.1%	0.9%	1.4%	2.3%	0.0%	0.0%
Native American	0.3%	1.0%	0.2%	0.3%	0.5%	0.0%	0.2%	0.5%	0.1%	0.3%	0.1%	1.9%	0.4%	0.0%	0.0%	0.0%
Pacific Islander	1.3%	1.7%	0.5%	0.5%	0.5%	3.3%	0.6%	1.4%	1.3%	1.8%	0.9%	0.9%	1.5%	2.3%	5.3%	2.4%
African American	15.8%	12.3%	13.4%	10.5%	18.1%	12.1%	16.1%	16.9%	5.1%	21.8%	11.9%	31.5%	18.9%	16.3%	26.3%	48.8%
Hispanic / Latino	46.8%	47.9%	63.7%	27.4%	59.7%	40.5%	31.6%	63.5%	55.6%	48.5%	43.5%	55.6%	41.7%	48.8%	54.4%	24.4%

APPENDIX B: Demographic Data

- **% EL, RFEP, IFEP & EO by School** (resource for comparing schools)

San Leandro Unified School District: Percent of Student Language Fluency

By District by School April 2013



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
English Only	47.4%	49.5%	41.2%	48.2%	38.3%	52.6%	73.9%	42.1%	32.1%	53.4%	40.4%	63.9%	48.3%	51.2%	59.7%	80.5%
Initially Fluent	6.3%	1.7%	2.3%	5.9%	4.3%	3.3%	4.4%	4.3%	5.4%	6.2%	7.5%	2.8%	9.8%	9.3%	0.0%	2.4%
Redesignated	22.1%	10.9%	13.3%	17.2%	14.1%	12.1%	6.3%	7.7%	18.6%	24.0%	38.1%	17.6%	30.2%	27.9%	24.6%	4.9%
English Learner	23.8%	37.7%	41.3%	27.4%	43.4%	31.7%	14.4%	46.0%	43.7%	16.3%	13.7%	15.7%	11.6%	11.6%	15.8%	9.8%

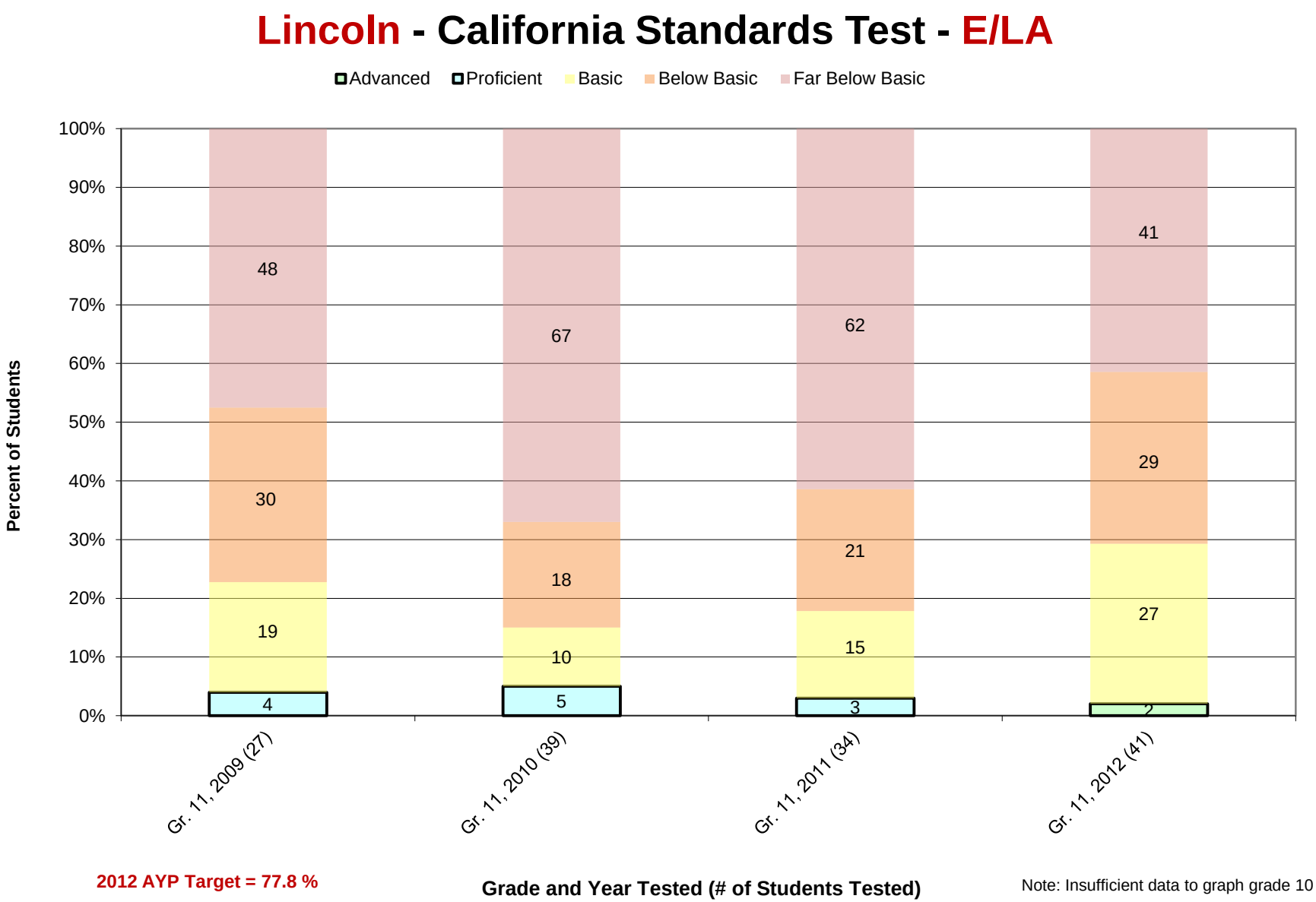
APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 2-Year Change in STAR California Standards Test**

District/School	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS	Lincoln
ELA	3.2	-7.7	2.3	11.5	-6.4	2.9	10.5	-2.2	5.2	0.8	3.8	4.5	-0.5
Math	1.0	-9.8	-0.2	3.8	-1.9	5.2	3.7	-5.4	0.4	2.6	2.3	0.6	5.3
Grade-level Science	-3.8	5.1	1.2	-6.3	-12.3	-19.4	5.2	14.2	-1.2	-9.4	-3.3	-3.2	*
EOC Science	2.2											2.4	0.0
History-Social Science	-2.7									-11.1	1.1	-1.1	3.6

APPENDIX B: Academic Achievement Data

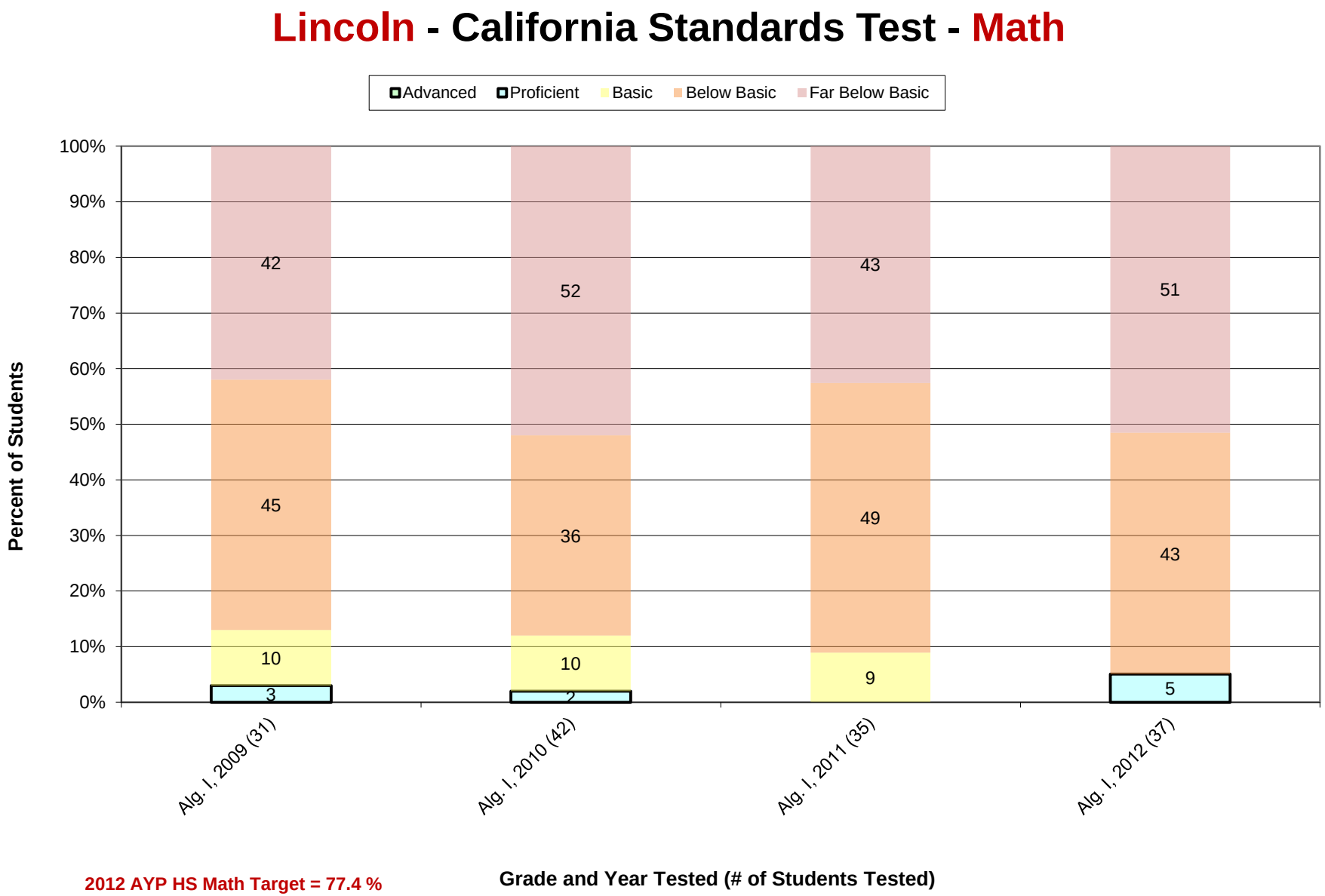
- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in ELA California Standards Test by Grade**



Note: Insufficient data to graph grade 10

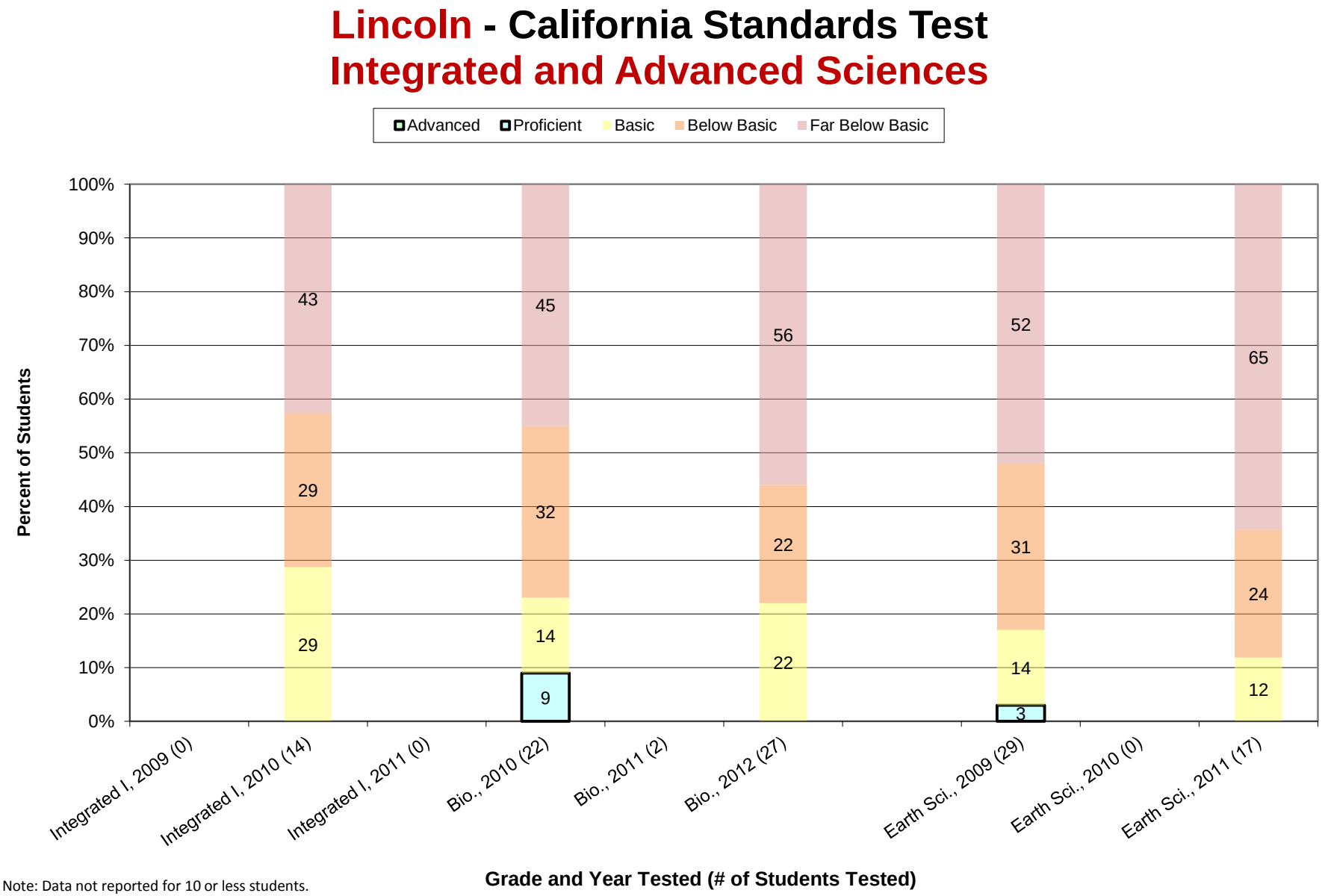
APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Math California Standards Test by Grade**



APPENDIX B: Academic Achievement Data

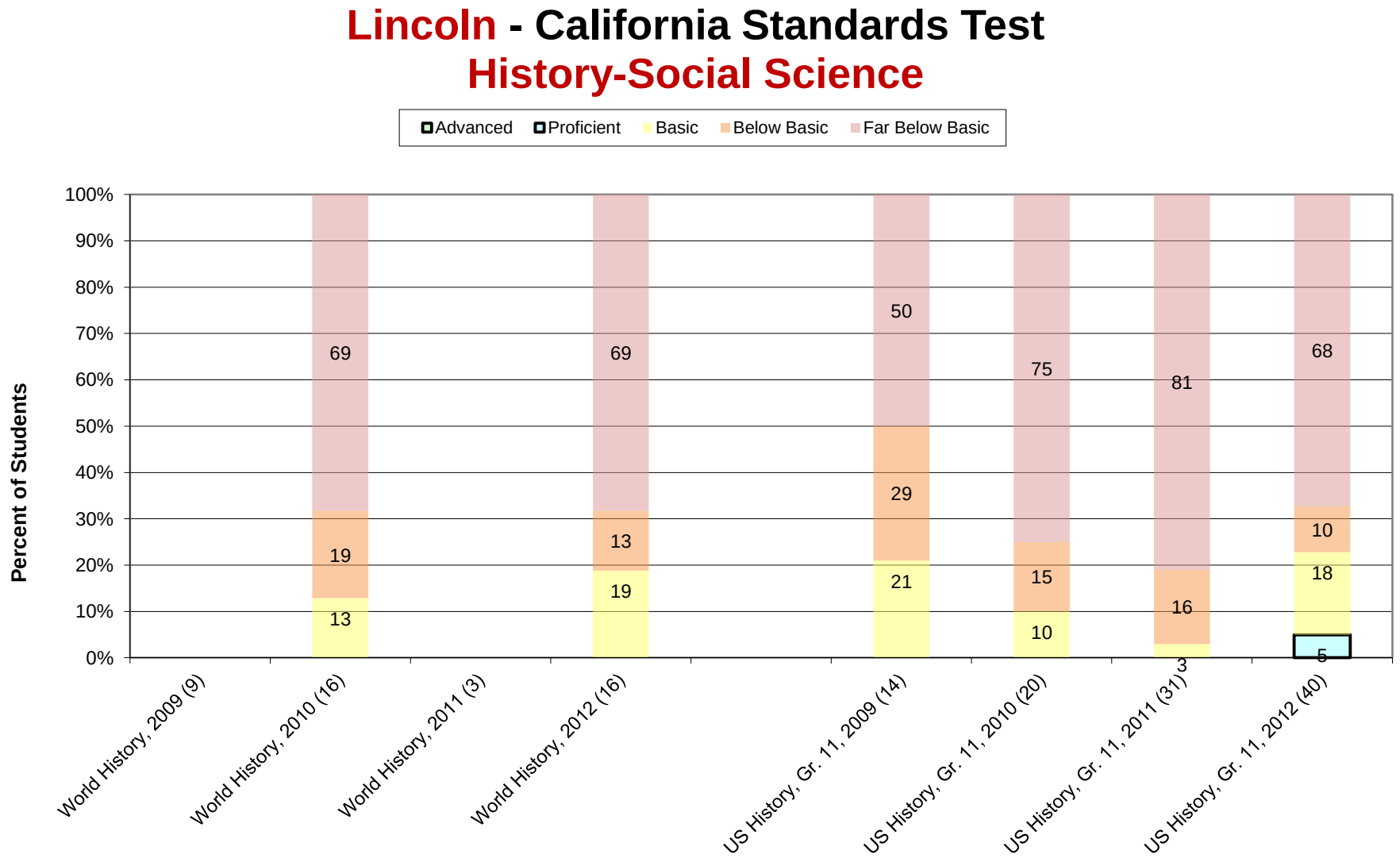
- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Integrated and Advanced Sciences California Standards Test by Grade**



Note: Data not reported for 10 or less students.

APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in History-Social Sciences California Standards Test by Grade**



Note: Data not reported for 10 or less students.

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide Academic Performance Index**
  - **Statewide Rank**
  - **Similar Schools Rank**

District & Schools	# of Students Included In The 2012 Growth API (# in 2011 Growth API)	Academic Performance Index (API)				2009 Base Rankings Changes Every Spring (March)		2010 Base Rankings Changes Every Spring (March)		2011 Base Rankings Changes Every Spring (June)	
		2012 Growth API	2011 Base API *(2011 Growth API Adjusted for Changes Listed Above)*	2011-12 Growth API Target	2011-12 API Growth	2009 State wide Rank	2009 Similar Schools Rank	2010 State wide Rank	2010 Similar Schools Rank	2011 State wide Rank	2011 Similar Schools Rank
SLUSD	6,356 (6,412)	743	737	B*	6	B	B	B	B	B	B
Garfield	236 (241)	768	782	5	-14	3	1	3	1	4	1
Jefferson	334 (370)	763	760	5	3	3	2	3	2	3	2
Madison	270 (247)	877	848	A	29	8	7	8	6	7	2
McKinley	272 (292)	768	784	5	-16	3	2	4	4	4	4
Monroe	240 (228)	810	799	1	11	4	1	3	2	**5**	3
Roosevelt	365 (356)	855	822	A	33	7	1	6	1	6	1
Washington	265 (240)	752	763	5	-11	2	1	2	1	3	2
Wilson	530 (558)	781	772	5	9	3	2	4	2	3	2
Bancroft	923 (917)	702	714	5	-12	3	1	3	1	3	1
Muir	943 (955)	766	750	5	16	4	2	3	1	4	**3**
SLHS	1,911 (1,942)	702	698	5	4	3	2	4	4	3	2
Lincoln	23 (18)	500	438	18	62	1*	B	B.	B	B.	B

"*" means this API is calculated for a small school; therefore, the API is based on small numbers and are less reliable. = Improvement = Same = Decline

B = means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

APPENDIX B: **Academic Achievement Data**

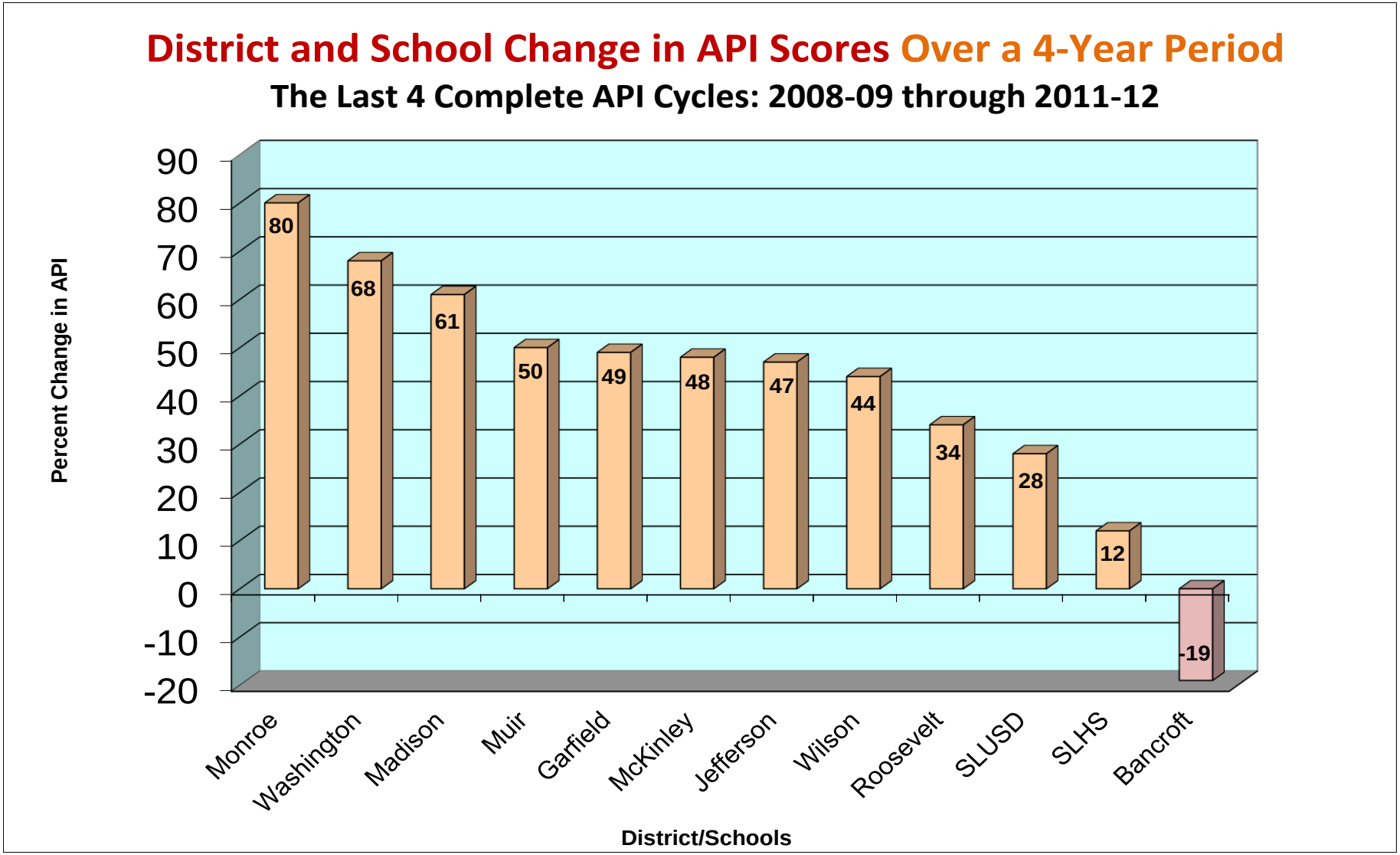
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

API by Subgroups	School-wide **6,356** (6,412)					African American **1,049** (1,037)					Asian **960** (964)					Filipino **516** (540)					Hispanic/Latino **2,871** (2,818)					Pacific Islander **79** (88)					White **704** (766)					Two or More Races **140** (149)					SED **4,059** (3,572)					EL **2,564** (2,534)					SWD **833** (829)				
	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth
SLUSD	737	B	B	743	6	672	D	D	673	1	861	D	D	855	-6	801	D	D	812	11	695	D	D	703	8	665	D	D	670	5	780	D	D	793	13	814	D	D	829	15	706	D	D	712	6	704	D	D	710	6	592	D	D	596	4
Garfield	782	5	787	768	-14	704	5	709	711	7	802	A	A	751	-51	878	A	A	846	-32	754	5	759	755	1						803	A	A	784	-19	854	A	A			747	5	752	741	-6	752	5	757	748	-4	625	9	634	664	39
Jefferson	760	5	765	763	3	741	5	746	725	-16	853	A	A	799	-54	729	5	734	742	13	744	5	749	769	25						809	A	A	763	-46						737	5	742	747	10	750	5	755	777	27	676	6	682	640	-36
Madison	848	A	A	877	29	759	5	764	832	73	919	A	A	928	9	905	A	A	916	11	769	5	774	814	45						853	A	A	886	33	888	A	A	897	9	768	5	773	839	71	852	A	A	884	32	753	5	758	808	55
McKinley	784	5	789	768	-16	750	5	755	729	-21	911	A	A	831	-80	859	A	A	876	17	755	5	760	758	3						829	A	A	758	-71	908	A	A			758	5	763	754	-4	769	5	774	760	-9	628	9	637	590	-38
Monroe	799	1	800	810	11	733	5	738	768	35	881	A	A	880	-1	824	A	A	860	36	747	5	752	762	15						814	A	A	842	28						780	5	785	801	21	817	A	A	810	-7	735	5	740	682	-53
Roosevelt	822	A	A	855	33	711	5	716	724	13	925	A	A	920	-5						769	5	774	821	52						876	A	A	918	42	943	A	A	945	2	701	5	706	748	47	761	5	766	794	33	614	9	623	712	98
Washington	763	5	768	752	-11	767	5	772	744	-23				748							740	5	745	726	-14						851	A	A	849	-2						727	5	732	719	-8	729	5	734	729	0	807	A	A	736	-71
Wilson	772	5	777	781	9	744	5	749	743	-1	857	A	A	881	24	809	A	A	848	39	735	5	740	735	0						799	1	800	781	-18	821	A	A			756	5	761	767	11	760	5	765	774	14	671	6	677	628	-43
Bancroft	714	5	719	702	-12	673	6	679	646	-27	877	A	A	852	-25	768	5	773	764	-4	682	6	688	676	-6	657	7	664	634	-23	775	5	780	791	16	733	5	738	809	76	681	6	687	671	-10	635	8	643	632	-3	550	13	563	552	2
Muir	750	5	755	766	16	663	7	670	701	38	865	A	A	874	9	831	A	A	814	-17	698	5	703	724	26				649		757	5	762	772	15	785	5	790	806	21	720	5	725	734	14	707	5	712	710	3	610	10	620	606	-4
SLHS	698	5	703	702	4	642	8	650	645	3	840	A	A	831	-9	766	5	771	787	21	639	8	647	650	11	636	8	644	637	1	736	5	741	737	1	685	6	691	725	40	670	7	677	674	4	630	9	639	629	-1	476	16	492	499	23
Lincoln	438	18	456	500	18																																																			

= Not numerically significant; = Target met; = Target met but API went Down; = No Longer Numerically Significant Subgroup; ( ) = Number of student in the district in prior year;
= No Growth API Targets for LEAs; = Target not met; = New Numerically Significant Subgroup; = Targets set by CDE; follows number of students in current year

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide 4-Year Trends in Academic Performance Index**

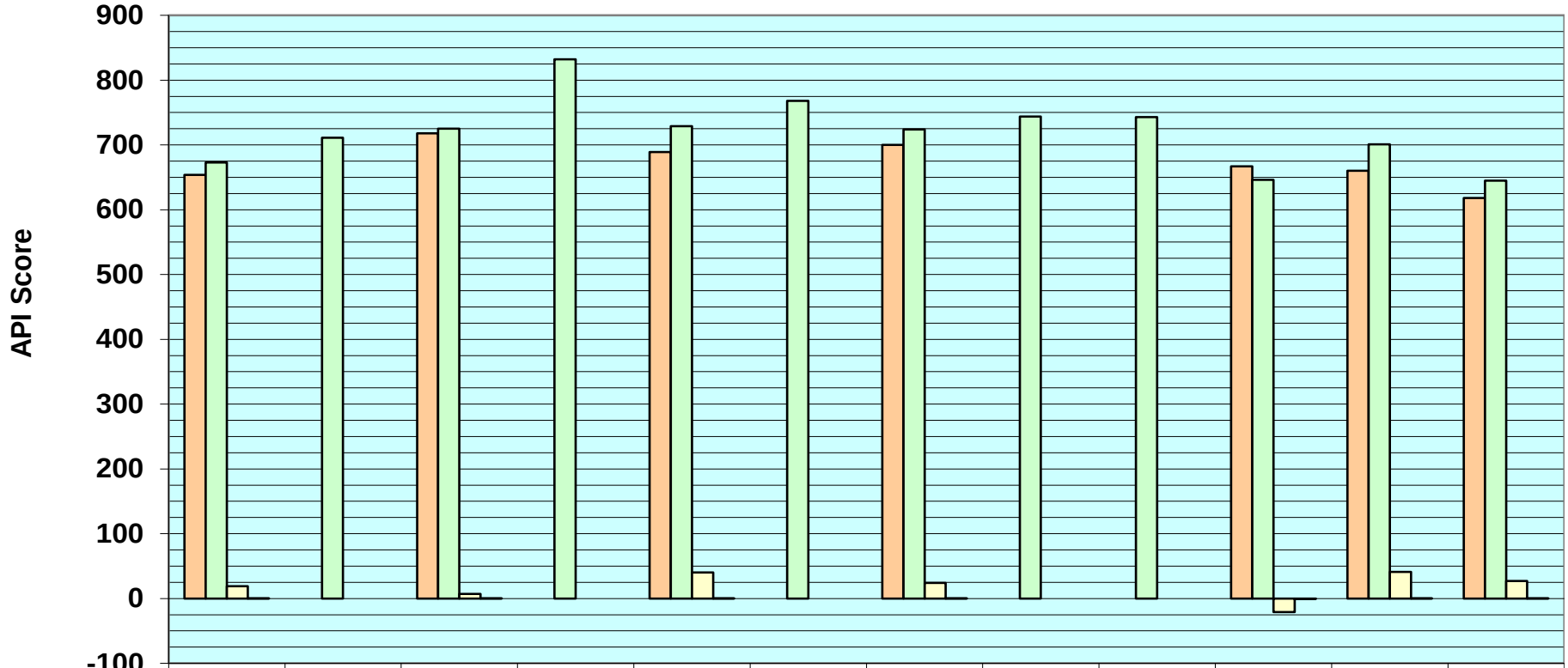


APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

African American Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
African American 2008 Base API	654		718		689		700			667	660	618
African American 2012 Growth API	673	711	725	832	729	768	724	744	743	646	701	645
API Difference	19		7		40		24			-21	41	27
% API Difference	2.91%		0.97%		5.81%		3.43%			-3.15%	6.21%	4.37%

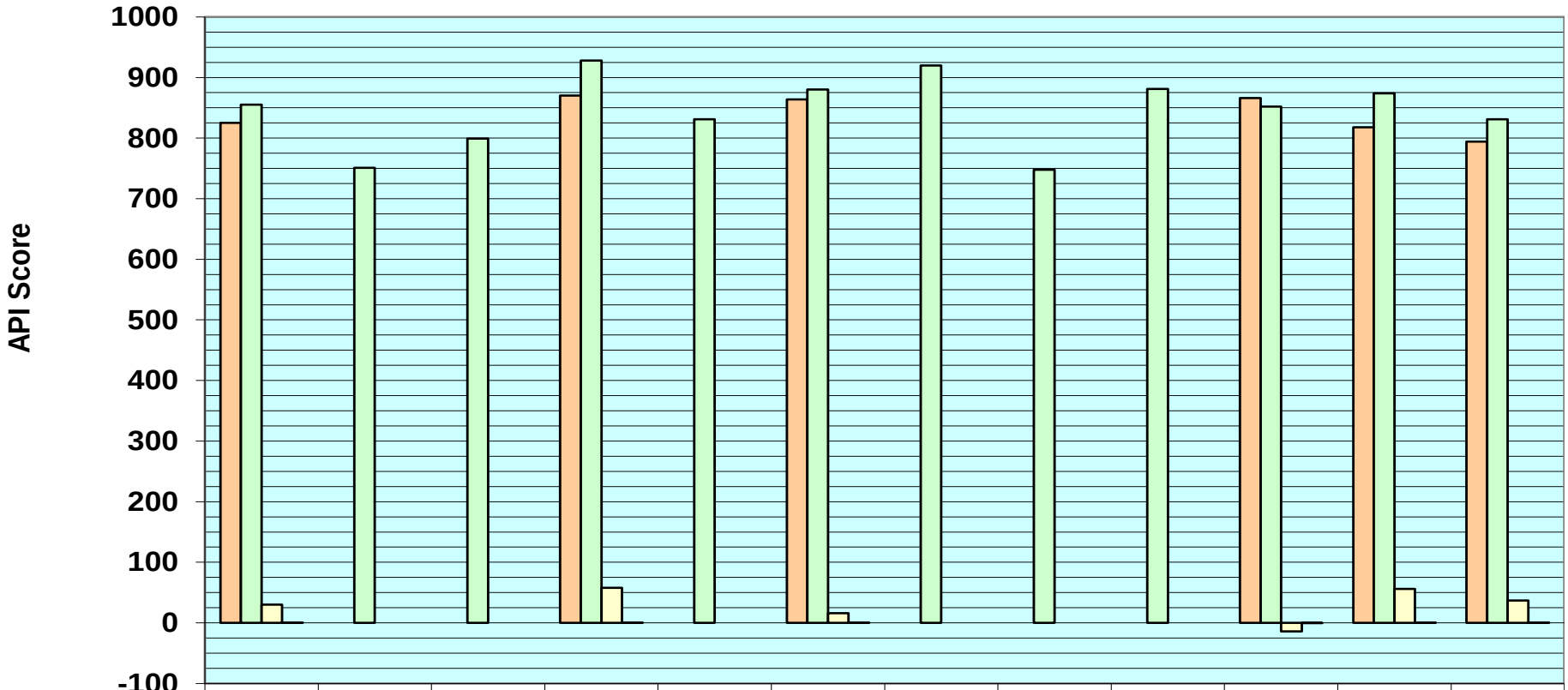
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Asian Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Asian 2008 Base API	825			870		864				866	818	794
Asian 2012 Growth API	855	751	799	928	831	880	920	748	881	852	874	831
API Difference	30			58		16				-14	56	37
% API Difference	3.64%			6.67%		1.85%				-1.62%	6.85%	4.66%

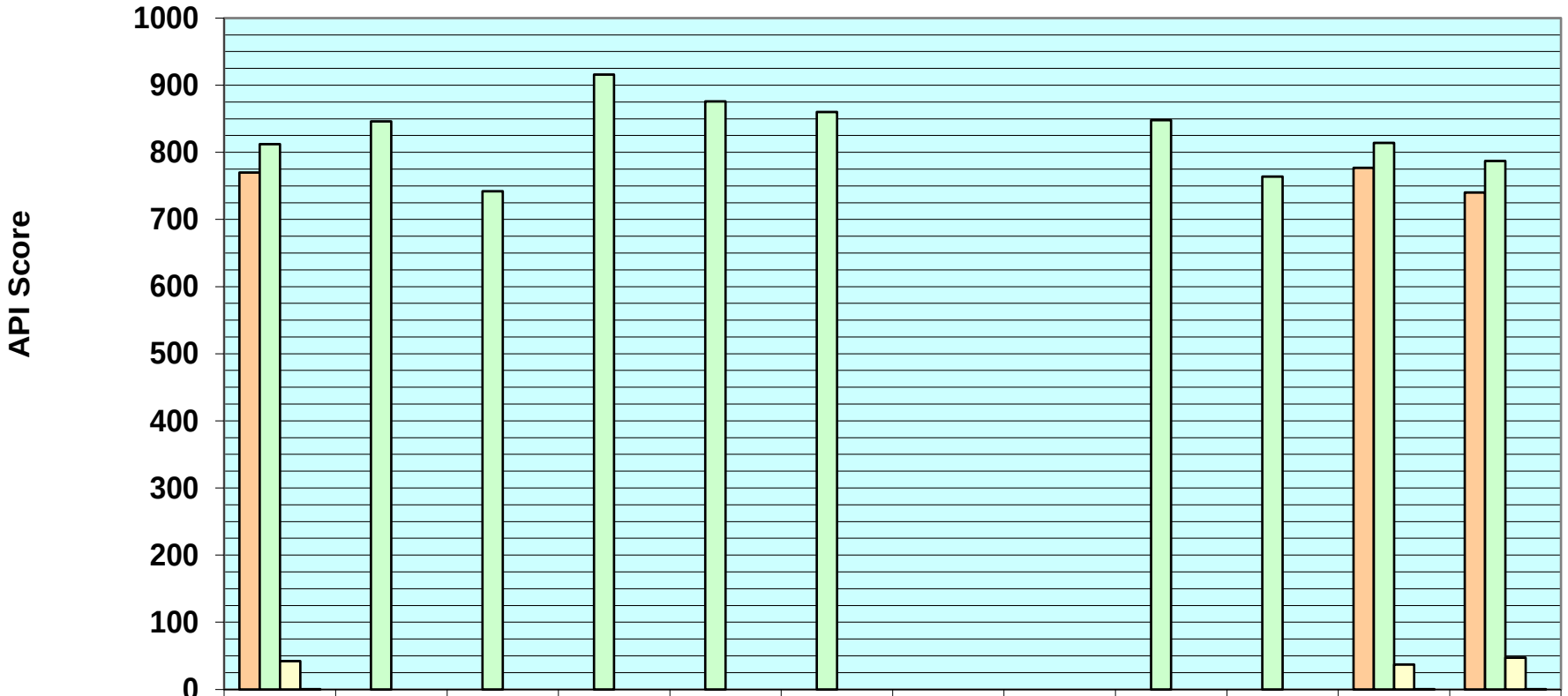
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Filipino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Filipino 2008 Base API	770										777	740
Filipino 2012 Growth API	812	846	742	916	876	860			848	764	814	787
API Difference	42										37	47
% API Difference	5.45%										4.76%	6.35%

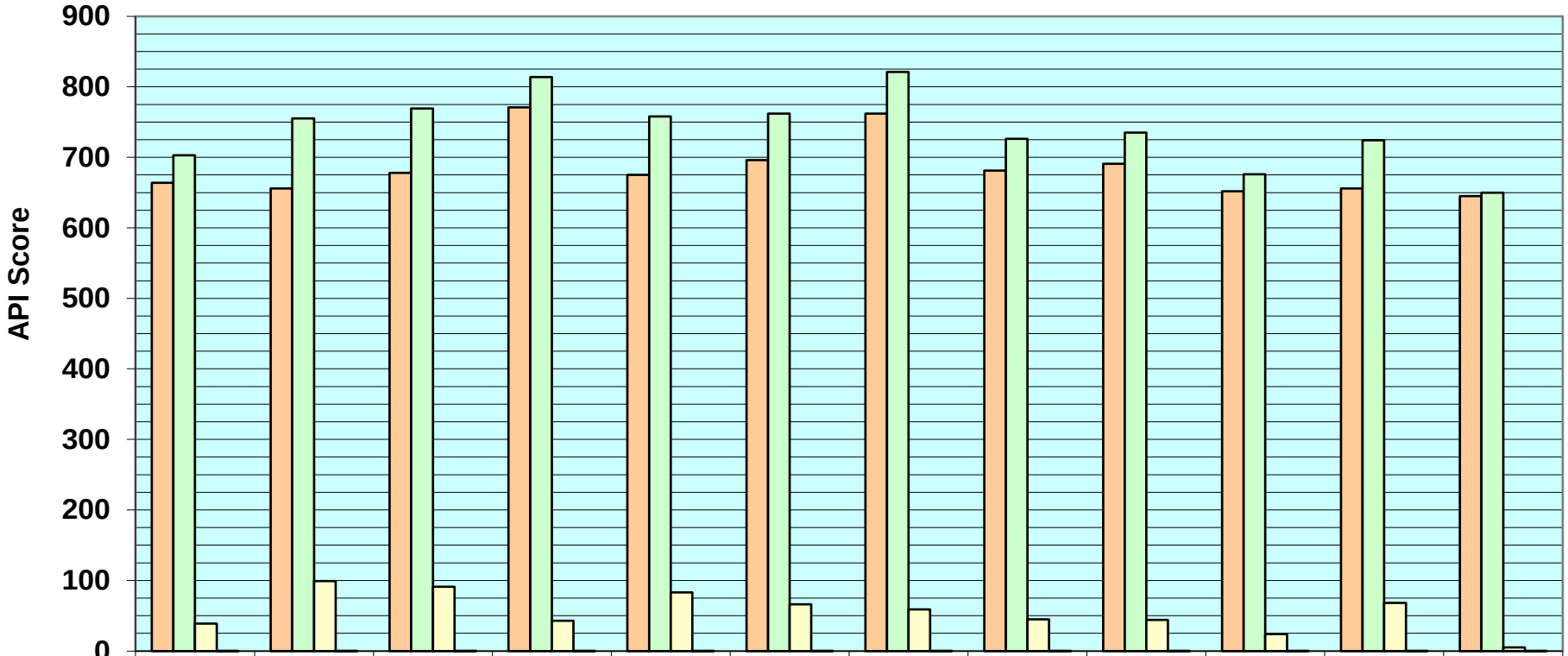
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Hispanic/Latino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Hispainc/Latino 2008 Base API	664	656	678	771	675	696	762	681	691	652	656	645
Hispanic/Latino 2012 Growth API	703	755	769	814	758	762	821	726	735	676	724	650
API Difference	39	99	91	43	83	66	59	45	44	24	68	5
% API Difference	5.87%	15.09%	13.42%	5.58%	12.30%	9.48%	7.74%	6.61%	6.37%	3.68%	10.37%	0.78%

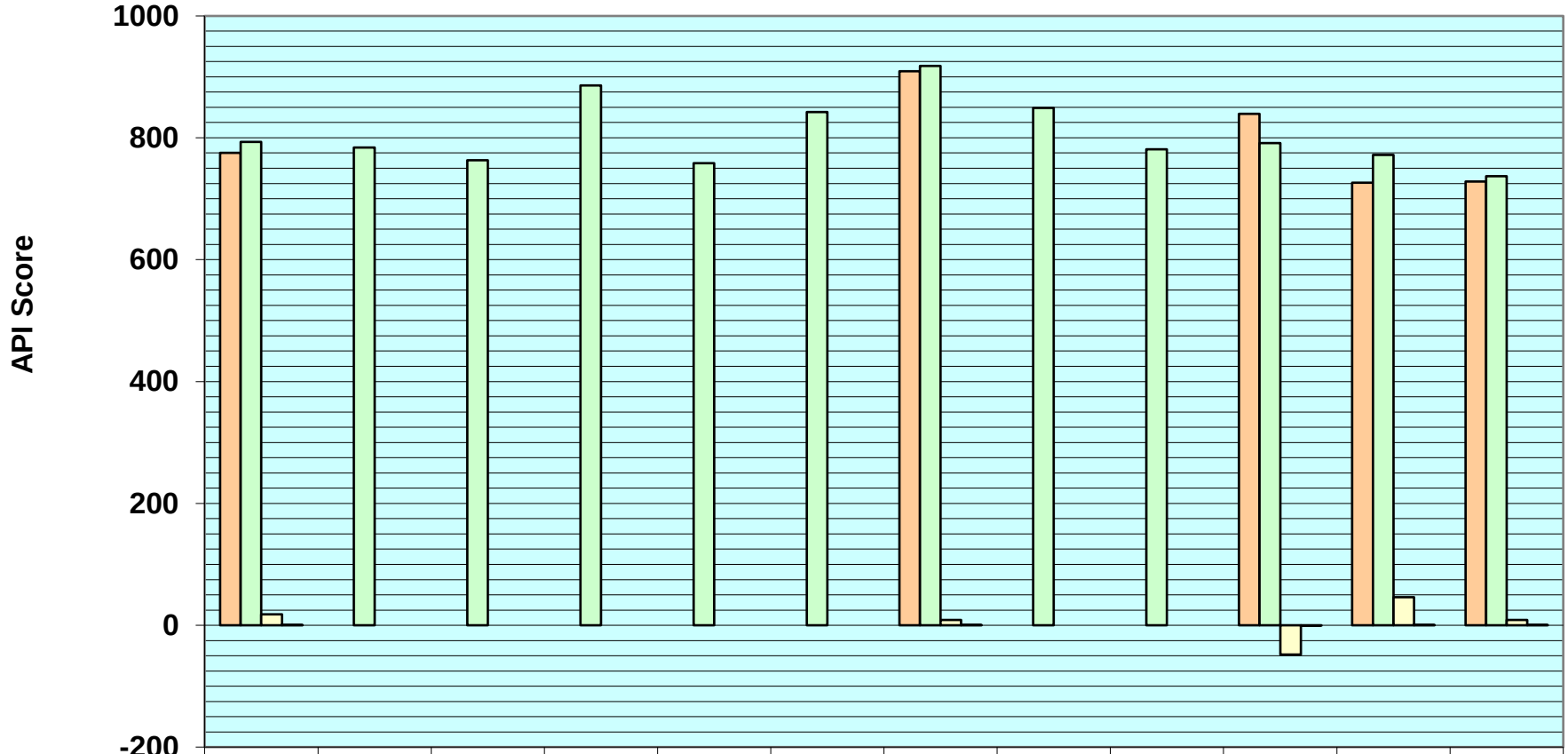
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

White Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
White 2008 Base API	775						909			839	726	728
White 2012 Growth API	793	784	763	886	758	842	918	849	781	791	772	737
API Difference	18						9			-48	46	9
% API Difference	2.32%						0.99%			-5.72%	6.34%	1.24%

District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Two or More Races Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Two or More Races 2008 Base API	748											
Two or More Races 2012 Growth API	829			897			945			809	806	725
API Difference	81											
% API Difference	10.83%											

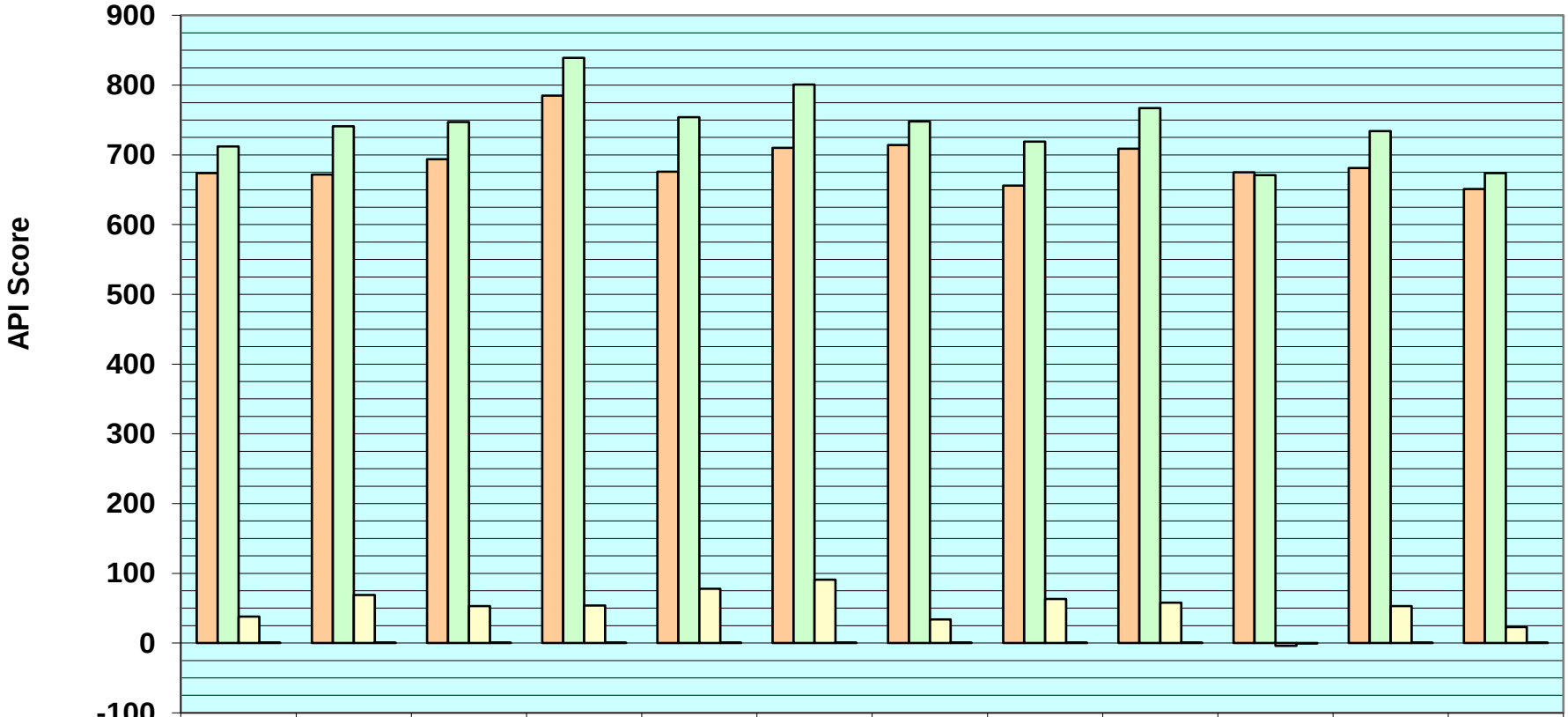
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Socio-economically Disadvantaged Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SED 2008 Base API	674	672	694	785	676	710	714	656	709	675	681	651
SED 2012 Growth API	712	741	747	839	754	801	748	719	767	671	734	674
API Difference	38	69	53	54	78	91	34	63	58	-4	53	23
% API Difference	5.64%	10.27%	7.64%	6.88%	11.54%	12.82%	4.76%	9.60%	8.18%	-0.59%	7.78%	3.53%

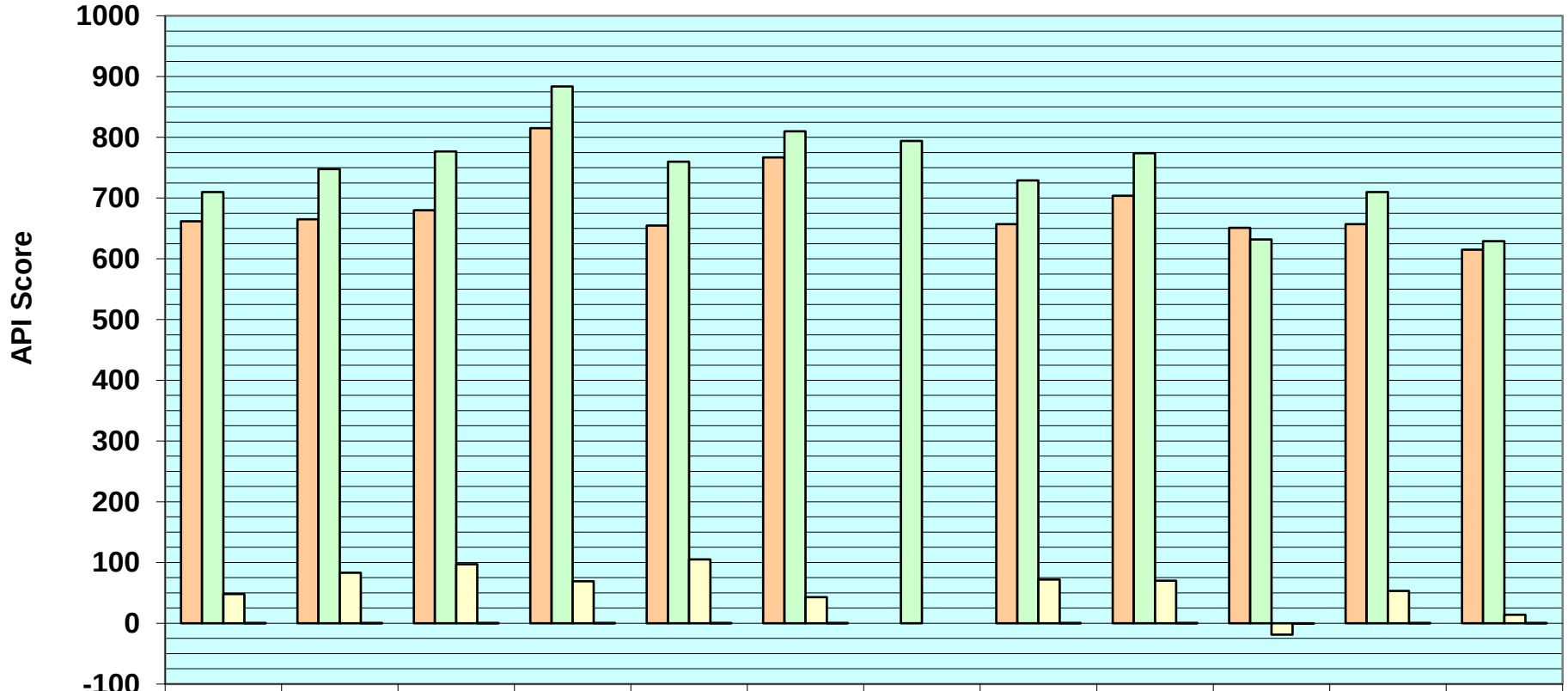
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

English Learners Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
EL 2008 Base API	662	665	680	815	655	767		657	704	651	657	615
EL 2012 Growth API	710	748	777	884	760	810	794	729	774	632	710	629
API Difference	48	83	97	69	105	43		72	70	-19	53	14
% API Difference	7.25%	12.48%	14.26%	8.47%	16.03%	5.61%		10.96%	9.94%	-2.92%	8.07%	2.28%

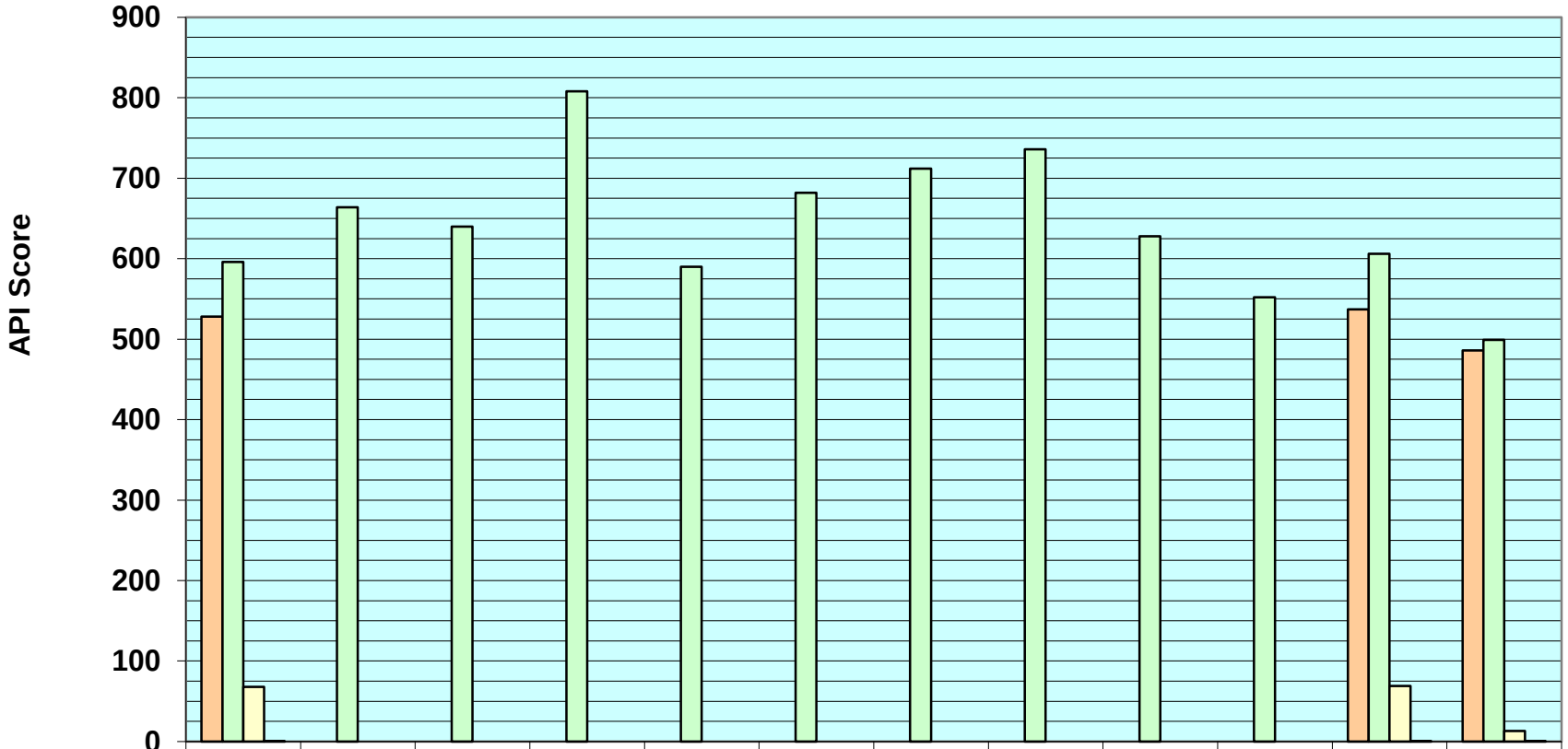
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Students with Disabilities Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SWD 2008 Base API	528					0					537	486
SWD 2012 Growth API	596	664	640	808	590	682	712	736	628	552	606	499
API Difference	68										69	13
% API Difference	12.88%										12.85%	2.67%

District/School

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #1**

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
Jefferson	211	210	99.5%	107	51.0%	73.5%	74.5%
Madison	91	91	100.0%	69	75.8%	73.0%	74.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%
Wilson	277	273	98.6%	179	65.6%	71.7%	72.7%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
Lincoln	17	17	100.0%	--	--	--	--
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #2**

	2011-12 AMAO 2 - English Learners Attaining English Proficiency									
	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,713	451	26.3%	27.3%	28.3%	712	325	45.6%	47.0%	49.0%
Garfield	164	43	26.2%	27.2%	28.2%	12	--	--	47.0%	49.0%
Jefferson	277	88	31.8%	32.8%	33.8%	30	18	60.0%	61.0%	62.0%
Madison	137	43	31.4%	32.4%	33.4%	12	--	--	47.0%	49.0%
McKinley	195	34	17.4%	21.4%	22.4%	19	--	--	47.0%	49.0%
Monroe	132	35	26.5%	27.5%	28.5%	20	--	--	47.0%	49.0%
Roosevelt	85	22	25.9%	26.9%	27.9%	8	--	--	47.0%	49.0%
Washington	177	34	19.2%	21.4%	22.4%	24	--	--	47.0%	49.0%
Wilson	364	113	31.0%	32.0%	33.0%	42	23	54.8%	55.8%	56.8%
Bancroft	25	--	--	21.4%	22.8%	158	80	50.6%	51.6%	52.6%
Muir	37	12	32.4%	33.4%	34.4%	134	69	51.5%	52.5%	53.5%
Lincoln	0	--	--	21.4%	22.8%	24	--	--	47.0%	49.0%
SLHS	120	23	19.2%	21.4%	22.4%	229	76	33.2%	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

10/11/2012 Chaja

APPENDIX B: Non-Academic Data

- **School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)**
  - **Lincoln High School Summary of Resilience – promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)**

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	NT		
	H	M	L
School Environment			
Total	43	52	4
Caring Adult Relationships	60	34	6
High Expectations	71	23	6
Opportunities for Meaningful Participation	18	52	30
Community Environment			
Total	67	22	11
Caring Adult Relationships	62	32	6
High Expectations	69	21	10
Opportunities for Meaningful Participation	33	47	20
School Connectedness Scale	52	33	15

APPENDIX B: Non-Academic Data

- **2011-12 & 2012-13 Average Attendance Data**

Monthly Attendance Summary 2011-2012												
School	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year Average
Garfield	98.12%	97.00%	96.84%	96.56%	95.45%	94.82%	95.39%	96.56%	96.96%	97.22%	95.90%	96.44%
Jefferson	99.78%	97.84%	96.86%	97.31%	96.38%	95.51%	96.50%	95.39%	97.35%	97.18%	97.18%	97.03%
Madison	97.90%	97.92%	98.01%	97.33%	95.88%	96.60%	95.08%	96.46%	96.75%	97.12%	96.11%	96.83%
McKinley	97.07%	97.11%	96.56%	96.69%	95.62%	94.95%	94.66%	96.73%	96.65%	96.92%	95.27%	96.20%
Monroe	98.19%	97.75%	97.96%	97.56%	95.63%	95.98%	95.04%	96.89%	97.73%	97.14%	97.24%	97.01%
Roosevelt	98.96%	97.72%	97.21%	96.65%	96.01%	95.32%	95.54%	95.77%	95.72%	96.88%	96.29%	96.06%
Washington	97.69%	96.67%	96.95%	96.33%	94.79%	95.31%	95.65%	94.75%	95.66%	96.79%	96.03%	96.20%
Wilson	97.72%	96.35%	97.33%	96.85%	95.42%	95.22%	96.17%	95.35%	95.91%	95.93%	95.95%	95.87%
Bancroft	98.05%	97.54%	96.54%	96.53%	95.83%	95.06%	95.00%	95.00%	95.27%	95.59%	94.20%	96.86%
Muir	98.40%	97.67%	97.34%	97.11%	96.34%	95.76%	96.39%	96.70%	96.27%	97.22%	96.29%	95.34%
SLHS	97.77%	96.67%	95.87%	95.67%	94.32%	94.83%	95.09%	94.54%	94.15%	94.94%	94.90%	96.38%
SLUSD Average	98.15%	97.29%	97.04%	96.78%	95.61%	95.40%	95.50%	95.83%	96.22%	96.63%	95.94%	96.40%

Monthly Attendance Summary 2012-13												
School / Enrollment	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Garfield (423)	96.17%	97.80%	97.28%	96.56%	95.88%	94.91%	95.49%	95.81%				96.24%
Jefferson (623)	99.11%	97.91%	96.62%	96.52%	94.68%	94.66%	95.59%	95.71%				96.35%
Madison (417)	97.82%	98.08%	97.63%	97.81%	96.99%	97.43%	96.53%	97.24%				97.44%
McKinley (455)	96.85%	97.50%	97.31%	96.31%	96.13%	95.68%	94.84%	96.08%				96.34%
Monroe (357)	96.50%	97.89%	98.02%	96.98%	96.77%	96.20%	95.44%	95.01%				96.60%
Roosevelt (527)	95.38%	97.27%	97.32%	96.86%	95.96%	96.19%	95.48%	96.02%				96.31%
Washington (434)	96.56%	97.10%	96.91%	96.54%	95.75%	95.33%	94.50%	94.65%				95.92%
Wilson (807)	97.47%	97.11%	96.95%	96.08%	96.22%	94.96%	95.34%	95.48%				96.20%
Bancroft (961)	98.68%	97.82%	97.06%	96.47%	95.85%	95.56%	95.20%	95.46%				96.51%
Muir (976)	98.63%	97.82%	97.67%	96.97%	96.87%	96.48%	96.52%	96.51%				97.18%
SLHS (2567)	97.21%	97.02%	96.21%	95.57%	95.02%	95.05%	94.27%	94.95%				95.66%
Lincoln (117)	n/a	87.54%	87.05%	81.00%	86.00%	85.95%	86.90%	82.90%				85.33%
SLUSD Average	97.31%	96.74%	97.18%	95.31%	95.18%	94.87%	94.68%	94.65%				95.74%

APPENDIX B: Non-Academic Data

- 2011-12 Total Suspensions Data by Race/Ethnicity
- 2012-13 Year-to-Date Total Suspensions Data by Race/Ethnicity (through March)

SLUSD Total Suspensions for 2011-12: August 2011 through June 2012														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	0	0	0	1	1	0	0	3	52	15	34	28	0	N/A
Asian	0	0	2	1	3	0	0	3	1	5	10	34	0	N/A
Pacific Islander	0	0	0	0	0	0	0	0	5	8	8	18	0	N/A
Filipino	0	0	1	0	1	0	0	1	1	3	3	25	0	N/A
Hispanic / Latino	1	0	0	7	0	8	10	39	18	48	99	228	12	N/A
African American	2	4	0	11	8	12	9	8	110	80	111	192	14	N/A
White	3	1	1	1	1	5	5	8	34	31	38	61	1	N/A
Other	0	0	0	0	0	0	0	0	1	4	2	24	0	N/A
SLUSD Total	6	5	4	21	14	25	24	62	222	194	305	610	27	N/A

SLUSD YTD Suspensions for 2012-13: August 2012 through March 2013														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	1	0	0	0	0	0	0	0	31	4	4	25	0	0
Asian	0	2	3.5	0	0	0	0	3	2	5	1	17	1	0
Pacific Islander	0	0	0	0	0	0	0	0	5	2	2	9	0	0
Filipino	0	0	1	0	1	0	0	0	2	5	2	11	0	0
Hispanic / Latino	1	3	2	0	0	2	1	20	3	35	21	130	1	3
African American	5	6	1.5	2	0	2	5	10	95	35	67	125	3	2
White	1	6	1	2	1	1	6	1	18	22	20	25	1	3
Other	0	0	0	0	0	0	0	0	0	11	2	58	0	0
SLUSD Total	8	17	9	4	2	5	12	34	156	119	119	400	6	8

Appendix C: **STUDENT ACADEMIC LEARNING GOALS**

Student Goals

Lincoln High School serves a very distinct and valuable purpose for the district and community of San Leandro. We are here to provide to San Leandro Unified School District high school students, age 16-19, who have become credit-deficient, the opportunity to earn their high school diploma. Students have become credit-deficient for myriad reasons, among them poor attendance, disciplinary problems, and inability to succeed academically in the traditional high school environment. Each student comes to Lincoln and works with staff to establish an individual learning plan, outlining goals of what is necessary for success.

Extremely high expectations exist for all Lincoln High School students in the areas of academics, attendance and behavior.

Academics

The staff at Lincoln High understands how and why students have become credit-deficient. The teachers approach curriculum and instruction from a very non-traditional approach so that students will re-engage in their education and become scholars preparing for college. All students are expected to pass all of their classes and earn a minimum of 15 credits/quarter. Students are encouraged to take classes and complete projects outside of the regular school hours in order to earn more the expected fifteen credits/quarter.

Attendance

The staff at Lincoln High understands the value of attendance and how truancy can negatively affect a student's ability to learn. Teachers work diligently to present rigorous, yet real and relevant instruction that will engage all students and make them enthusiastic about attending school daily and being punctual to class. All students are expected to attend daily and on time. The goal is that ADA at the school is 80%.

Behavior

The staff at Lincoln High understands that student misbehavior often stems out of academic frustration and poor communication between staff and students. All Lincoln staff members are supportive of student individuality and appreciate the struggles students have. All students are expected to follow instructions at all times and to interact with one another and staff in a respectful manner that is conducive to a positive learning environment.

Appendix C: **STUDENT ACADEMIC LEARNING GOALS**

- **Lincoln High School 2013 Safe Harbor Goals – Not applicable**

APPENDIX D: Other Data, Charts, etc.