Accrediting Commission for Schools
Western Association of Schools and Colleges

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FRED VAN LEUVEN, ED.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

May 7, 2015

Mr. Jeff Ramirez
Principal
Lincoln High School
2600 Teagarden Street
San Leandro, CA 94577

Dear Mr. Ramirez:

Based on the ACS WASC mid-cycle review, it has been determined that Lincoln High School meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Lincoln High School's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2018.

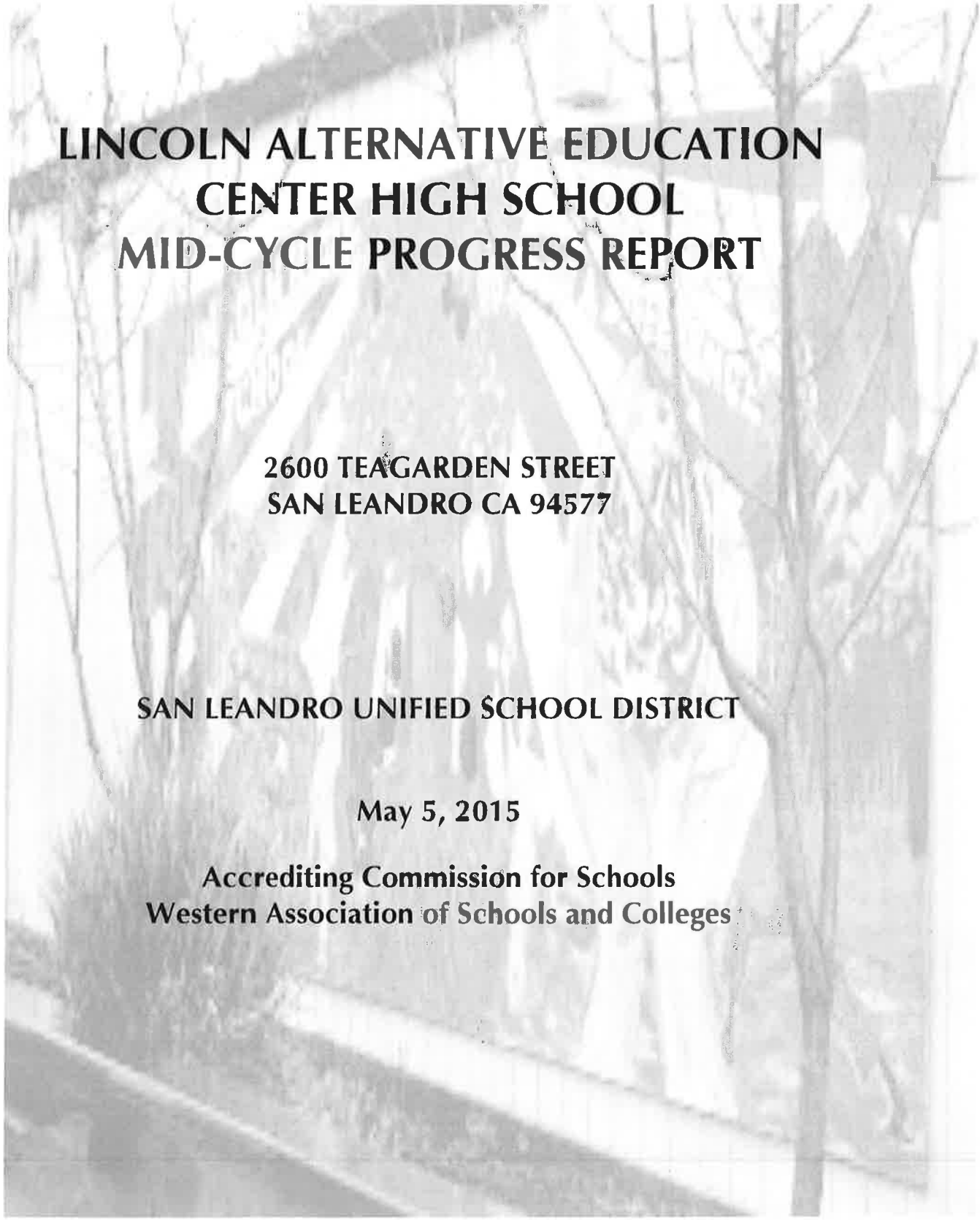
Accreditation status is conditioned upon Lincoln High School's continued compliance with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Lincoln High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Fred Van Leuven, Ed.D.
Executive Director

cc: Visiting Committee Chairperson
Superintendent



LINCOLN ALTERNATIVE EDUCATION CENTER HIGH SCHOOL MID-CYCLE PROGRESS REPORT

2600 TEAGARDEN STREET
SAN LEANDRO CA 94577

SAN LEANDRO UNIFIED SCHOOL DISTRICT

May 5, 2015

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I.

Student Community/Profile Data

Lincoln Alternative Education Center 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 Alternative Education Center 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.

Lincoln Alternative Education Center's Mission: Provide an alternative education setting where all students receive individualized support and experience success in a nurturing, comfortable environment that promotes respect, integrity and academic excellence.

Lincoln Alternative Education Center High School (LAEC) 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 2000-2010, 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 Islander and Hawaiian, 0.3% American Indian and Alaska Native, and 0.2% other.

This diversity within the community marks recent trends of dramatic demographic turnover within the population. As of 1970, whites made up 97% of the population. Historically, such change was difficult for San Leandro address, and embrace. As a community that borders Oakland's rough, eastern edge, San Leandro formulated an identity that attempt to set themselves apart from Oakland; such beliefs were evident in the restrictive house covenants of that time. There are well-documented accounts of practices where San Leandro homeowners would not sell to projected homebuyers if they were not white (Suburban, or White Wall). Though such a practice seems outdated, these trends were taking place as recent as the early 1980s. In a recent nationally recognized play, *Not a Genuine Black Man,* by Brian Copeland. The biographical play illustrates the difficulty in growing up as an African-American youth in a predominantly white San Leandro in the 1970s-1980s.

Serving the students within the community, Lincoln (LAEC) is San Leandro Unified School District's continuation school, serving credit deficient High School students from San

Leandro High School (enrollment approximately 2800), from other alternative education sites outside the district, or students who need an alternative setting for high school. 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 (LAEC).

Lincoln Alternative Education Center (LAEC) has expanded to not only meet the needs of the students at Lincoln, but for all students needing an alternative pathway to college and careers. Lighthouse Independent Study Program is located at LAEC to serve students from San Leandro High School and Lincoln. San Leandro Unified School District's goals are to expand alternative programs at LAEC to support all students in the San Leandro Unified School District.

Lincoln (LAEC) offers flexible scheduling for work purposes, family obligations, and to take part in in the Eden ROP classes off-site. For years, Lincoln served as a school where students who were too credit deficient to graduate from our District's comprehensive high school transferred in order to work on their earning a high school diploma. Until 2008, the credit requirement for at San Leandro High School was 270, as opposed to the 200 required to graduate from Lincoln. Lincoln (LAEC) supports students' options for credit recovery and students can enroll at the age of 16 to recover credits and potentially return to San Leandro High School as seniors. Because of this shift, Lincoln (LAEC) offers a six period day (9:00am—2:20pm) and opportunities to earn credits beyond the school day. On site, we have a full-time counselor, three support therapists, a school psychologist and a special education resource teacher to the meet the needs of students with IEPs (roughly 15% of the population) also, a para-educator to assist the resource teacher and a drug and alcohol counselor are on site.

Lincoln Alternative Education Center is working this year on breaking down the negative connotations associated with continuation high schools. District and school staff work tirelessly to message to our community that Lincoln Alternative Education Center is an alternative path for students who have otherwise "fallen off the correct path" for college and careers. Lincoln (LAEC) does not serve any bad kids; just youth who have made bad choices. Nor do we have any lazy students; just students whose strength and potential have not been utilized in a traditional classroom environment. What we do find in our students are that they are often isolated in three areas of academic experience: 1) Positive peer and staff interactions 2) Difficulty with the academic content, and 3) Unable to find their culture reflected in the curriculum, content, and climate of the school.

Recognizing these gaps, over the past five years with the administration, teachers, and support staff, Lincoln (LAEC) has worked to structure a programmatic design that seeks to ***recover*** student credits, and ***reconnect*** them to their academic pursuits. The recovery is not only limited to the credits student need to make up, but recovery in the sense of their personal well being. Under this lens, there is the understanding that the student's poor academic performance is an indicator of a traumatic event within that youth's life. Often, as we begin to uncover the student's past, we are able to pinpoint their academic difficulties that were tied to such events that have disrupted their academic trajectory and find alternative ways to support their further academic growth. Our philosophy:

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

Currently, Lincoln (LAEC) uses a productive model that for students to earn their credits. Under this framework 12 hours worth of completed work/assignments/projects equals one high school credit. Based on this policy, given our bell schedule students earn one credit for every 16 productive days. Productive working days are defined as students embodying the 4 R's and completing assignments that support their academic content.

• **Ready:**
o Positive Approach: I am an A+ student o Being present and on-time
• **Responsible:**
o Engaged in the lesson and learning objective—asking for assistance when stuck or confused o Ownership of the choices we make—even how we feel
• **Respectful:**
o Allowing for the education of everyone to be realized o Use of communication skills that effectively build Democratic classrooms ▪ Learning to listen ▪ Using appropriate language and noise level
• **Reflective:**
o Where are trying to get too? o How can I insure that we all arrive at that location?

Lincoln High School met AYP in 2010. Lincoln High School did not meet AYP in 2011, due to missing on graduation rate, as one of our five indicators. We are not identified as a Program Improvement School.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-42	62	74

The Model Continuation High School Recognition Program of California Continuation Education Association (CCEA), in conjunction with the California Department of Education (CDE) has recently named Lincoln High School a California Model School. Though the state no longer funds ASAM reporting, Lincoln High School continues to collect the data in order to compare trends and address areas of need. The ASAM report indicates that attendance is a "growth area" and therefore the school has instituted corrective measures to address the deficiencies. Lincoln (LAEC) strives to improve our graduation rate in order to meet all five indicators for AYP.

Enrollment:

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 11	32
Gr. 12	76
Total	108

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	25.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	4.6
Hispanic or Latino	51.9
Native Hawaiian/Pacific Islander	2.8
White	13.9
Two or More Races	1.9
Socioeconomically Disadvantaged	66.7
English Learners	13.9
Students with Disabilities	15.7

Continuation Schools are unique in the transient population. Many students will only be in the program for a year. The state mandated STAR and SBAC is set up for year round schools to collect data in October and tests students in April. In a continuation school most of the students are not the same in April that started in October. The data created by STAR or SBAC testing does not accurately measure student academic growth in continuation high schools.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	2	2	8	45	48	46	54	56	55
Math		5		36	37	37	49	50	50
HSS	0	4	9	39	37	40	48	49	49

Staff

Lincoln High School consists of nine certificated staff members: (seven teachers, one counselor, and one administrator) and six classified staff members (office manager, attendance clerk, custodian, campus supervisor, parent facilitator, and a para-educator). San Leandro Unified School District sends one food service employee to the school every morning and at lunch to serve students food. A former para-educator volunteers in the office twice weekly. Of the seven teachers, six have met the highly qualified teachers' requirements for NCLB. One of the teachers is NCLB compliant in both math and science; one teacher who is in their second year of teaching is not yet NCLB qualified, but working towards through the District BTSA program.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	86.67	13.33

Despite the small staff, the teachers work endlessly to assist students in meeting all their graduation requirements.

Lincoln (LAEC) is currently expanding class sizes in order to support all students in SLUSD that needs an alternative high school and at LAEC we understand small class sizes supports individualized learning.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	14.4	16	18	5	5	2	0		2	0		
Math	14.3	15	17	3	3	3	0			0		
Science	17.3	17	21	3	3	2	0			0		
SS	14	15	21	8	10	8	0		3	0		

Lincoln (LAEC) also offers before and after school to support credits towards graduation requirements. Courses that were designed and offered outside of the school day:

- Cooking Class: Partnership with Healthy Foods Inc. where trained cooks provided students with utensils, cooking supplies, information, and recipes to teach students how to cook healthier meals at little cost. This was a six-week after-school program.
- Bookmaking Class: Partnership with the San Leandro library that taught students how to bind books, and tell their stories through the written word. Students attended Saturday classes and worked towards the making of a book of their design.
- Hiking Club: Formed from two LAEC teachers who wanted to promote physical wellness. They planned and coordinated with students on hikes throughout the East Bay Area.

Three of the nine certified staff members hold advanced degrees. The current teaching staff has remained intact for the last two years. San Leandro Unified School District has restructured the district office personnel during the 2013-14 school year and management during the 2014-15 school year. Lincoln (LAEC) has undergone immense transitions, as with three different Administrators the last three years and a new Administrator will start

the 2015-16 school year. Mr. Alexander Harp (2004- left after six years of service to work as a Director in an Oakland public charter school. Ms. Alysse Castro moved onto to another position within the county after one year of service (2012-2014). Mr. Jeffrey Ramirez worked as a teacher on site for five years, and then was asked to be LAEC Administrator during 2014-15 to assist the site and oversee Lincoln (LAEC).

Mr. Ramirez is in his tenth year in SLUSD and first year in an Administrative role. The counselor is in his first year in the district and fifth year in education. All teachers are CLAD certified. One teacher is receiving BTSA support. Four of the certified staff is male and five of the certified staff is female. Of the four classified staff, three are female and one is male. Of the nine certified staff, six are white, two are African American, and one is Latina. Of the four classified staff, two are African American, one is Latina, and one is white.

Funded Programs at Lincoln (LAEC)

Types of Services Funded at Lincoln High School

- 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
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Acad
- Vocational and Applied Technology Education Act / California Partnership Acad
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

II: Significant Changes and Developments

Since the last WASC visit the leadership at San Leandro Unified School District level and site level changed dramatically. With the retirement of the Superintendent Cindy Kathy, the School Board took part in a robust search for a qualified Superintendent to assist in developing the type of programs and structures needed for 21st Century Learning. Dr. Michael McLaughlin was hired in 2013 and is a progressive Superintendent supporting all students for career and college. Under his leadership, he and the school board constructed an Educational Services Department to oversee the teaching and learning within the District.

In 2014-2015, Jeff Ramirez was promoted from a classroom teacher, to Principal. Mr. Ramirez was selected as an ideal candidate to fill this position, as he would provide stability and direction to the site, while the District was able to conduct a more thorough search for the Principal's position. Recognizing that this would be significant leap, and learning curve, the District provided Mr. Ramirez with support through the hiring of Joanne Clark, to assist with his transition and the direction of the Alternative programs within the District.

The Educational Services Division:

- Technology, Assessment, Research, and Evaluation Department: Utilize the best technology and assessment in the classroom, as well as provide students with the 21st century skills needed to ensure college and career readiness. Digital learning has a critical role to play in the pursuit of excellence in America's schools. It is poised to revolutionize the way that teachers teach and students learn. Mindful use of Instructional Technology will engage students, help promote 21st century skills and provide teachers with real-time data to guide and inform their instruction.
- Student Services, Special Education, and Community Wellness: The primary mission of Student Services, Special Education, and Community Wellness is to provide students with support services to enable them to reach their maximum potential. That support shall include early identification of needs; fostering schools connectedness, physical, social, and emotional well being, parent involvement, and a linkage to the community. To accomplish this mission, we will actively provide quality education, effective training, cross-cultural understanding, and modeling of care and respect for all stakeholders.
- Teaching, Learning, and Educational Equity Department: The Teaching, Learning, and Educational Equity Department is designed to support San Leandro Unified School District for the kind of dynamic 21st Century teaching and learning that will prepare students for career and college readiness, while also raising achievement and access for students through more responsive, personalized learning pathways.

The following states the District goals, and how they are being observed at the site level:

Please see attached: We're A District ON THE MOVE Mid-Year Update Report

Lincoln Alternative Education Center Site Specific Mid-Year Update:

GOAL 1: STUDENT ACHIEVEMENT, ACCESS, AND EQUITY

SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.

- Our district has negotiated a 3.25% salary increase for our teachers, classified support staff.
- Teachers, Classified Support Staff, and Administrators have received more high quality professional development to support the implementation of 21st century learning environments and technology integration during the district wide training days, job-embedded opportunities, and a summer conference.
- Our district has developed a team of Instructional Coaches to support professional learning for classroom teachers across all classrooms.
- Students from LAEC attend the blended learning credit recovery summer school.
- Compass Learning online platform for credit recovery and personalized learning in Language Arts and Mathematics purchased 2014.
- Discovery Education Streaming is available to enrich and enhance instruction.
-

GOAL 2: TECHNOLOGY

Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS).

- We are improving the technology infrastructure across the district in order to support teaching and learning in all of our classrooms. The following projects are being launched: - Joining the San Leandro Dark Fiber Loop - Replace the switches and fiber at each school site - Increase Internet bandwidth across the district

- With the transition to the Common Core teachers are implementing technology into the curriculum whenever possible. To do assist in this transition the District has purchased two Chrome book carts with a total of 50 Chrome book laptops for student use. There are plans to purchase another Chrome book for student use; making the ratio off laptops to students' 2:1. In addition to the Chrome book the Computer lab has 18 PC computers, within an additional 16 across various classes. These District purchases have extended to the staff as well, where the teaching

staffs were purchased Apple MacBook Pros. Each classroom has a projector, with two working doc cameras on site.

- GOOGLE APPS FOR EDUCATION • Our district transitioned to Google Apps for Education for all employees and we are utilizing these tools across the Educational Services Division and site administration. Our district is preparing to create student Google accounts that will follow them throughout their academic career in San Leandro.

- A uniform printer and copier system has been adopted across the district to improve consistency, efficiency, and quality.

GOAL #3 COMMUNITY AND PUBLIC RELATIONS

All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.

- Our district and its schools have dramatically improved communication through improved web presence via websites.
- Lincoln (LAEC) has been assigned one parent facilitator that works in collaboration with the administration and staff on increasing parent engagement and providing parent education workshops.

- LINCOLN TUNNEL: Pathway to Chabot Community College: There is a cooperative arrangement between Lincoln High School and local Chabot Community College. Through this partnership we have been able to structure a "Lincoln Tunnel" for seniors, and prospective early graduates who are interested in enrolling at Chabot. The placement into this program is voluntary, and with no selection process, other than student interest. The intent of this open enrollment design is to inform, and assist as many Lincoln students as we can about the Community College path. This program was initiated by the efforts of two former Lincoln graduates, Jasmine Garcia, and Edgar Roquecho, an English instructor at Chabot, and Mr. Ramirez. The "Lincoln Tunnel" utilizes Advisory period (4^{th}) as a way to connect with and assist them through the tricky enrollment process of Community College. In this format the Chabot students dispel many of the myths about college life, and support students in writing their letter's of intent, FAFSA forms, and class schedules.

  Currently, we are not tracking students beyond their graduation. But, much of the intent of the Lincoln Tunnel is to formulate a cohort of students at Chabot that will assist students with their transition from High School to college. Under this

framework, we are planning to have more Lincoln students enrolled in Chabot, return to our site to inform other students about the process as well

- Parent Involvement: Parents are encouraged to participate in school life by involving themselves in advisory committees, as well as the School Site Council. The difficulty is often… For many of these parents they have become distant… To dispel these the Administrative team has worked hard to construct an open door policy where parents are always able to come in, check, and discuss about the performance of their child, or the direction of the school. Further, understanding the Back-to-School night and Open House is well attended by approximately 40-50% of parents. Many parents obtain daily attendance, discipline and academic information via our web-based Parent-Portal system. Facebook and the Lincoln High School and District webpage are used to keep parents, students, and the community up-to-date with what is happening on campus

GOAL #4 SCHOOL SAFETY, HEALTH AND WELLNESS

Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure security, health and wellness, thereby creating campuses that have thriving, positive school climates. These positive school climates will ensure inclusiveness, healthy living habits, and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.

- POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS) INITIATIVE • Lincoln has established a PBIS team that will begin working with staff to ensure behavioral systems and protocols to promote a positive school climate and culture.
- UPDATING ALL EMERGENCY OPERATIONS PLANS AND PROCEDURES • Significant progress is being made towards ensuring that our school site has current emergency preparedness plans and the resources necessary to keep students safe in case of a natural disaster or large-scale emergency.
- EXTRA-CURRICULUAR In addition to academic enrichment, Lincoln offers a myriad of extracurricular opportunities for students, including seasonal sports teams (Basketball and Soccer), Student leadership, Healthy Nutrition/Cooking classes, Hiking club, and a book-making course. The
- ADVISORY (4^{TH}) PERIOD (SUBJECT LAB) Through the advisory period students at Lincoln High School are provided with ongoing information about their academic performance and current credit standing. This process has allowed for a much clearer understanding for students working towards their graduation requirements, and academic success. The process for senior graduation requirements is detailed in effective instruction which is monitored through the teaching staff, administration, and counseling department.

- SENIOR PORTFOLIO As we strive to become, we are working towards developing a Senior Portfolio for students where they be required to prepare and present a senior portfolio and community service project along with meeting academic and attendance requirements. To do this, Lincoln has made a concerted effort to develop a portfolio that is in line with the District's vision.

GOAL #5 FACILITIES

Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.

- Fencing at LAEC was removed in 2014 to create a more suitable learning environment.

Establishment of Instructional Norms; Transition to 21st Century Learning Outcomes

Lincoln Alternative Education Center Students are participate daily in communal, critical, cultural and college bound thinking:

• **Communal:**
o Find solace, and security, within a democratic community of learners o Move from a position of me to we, from novice to participant
• **Critical**
o Ability to A.C.T. ▪ Analyze ▪ Critique ▪ Transform
• **Cultural**
o Construction of a positive identity that recognizes the contributions and values of theirs, and others, cultures and communities. o Understand the rules, symbols and codes of the culture of power to negotiate and transform it in a more equitable and just way. o Use of communication skills that effectively build Democratic classrooms ▪ Learning to listen ▪ Using appropriate language and noise level
• **College Bound**
o Where are trying to get too? o How can I insure that we all arrive at that location?

III: Ongoing School Improvement

Prior to the 2012 WASC visitation, Lincoln High School administration took the dominant role in crafting the school's WASC self-study document; however, the 2014-2015 school year saw a more communal approach that incorporated many members of the school community in creating the WASC document. This was a new methodology for Lincoln, and it did require a paradigm shift in the governing of the school; generally, though, the preparation for the WASC visitation was successful. While there was greater involvement among many different levels of the school organizations we recognize that there are still many more ways that we can seek greater input, and involvement from our Lincoln community. As a learning community we understand that this practice reflects an on-going conversation and reflective practice as strive make the necessary changes to our school site each year to maximize student academic performance and socio-emotional well-being. In doing this we seek to inform our community members of the changes, setbacks, and progress we have made at Lincoln.

Through the construction of the WASC report, Lincoln has made a deliberate effort to combine various school plans and documents into one cohesive living document for school governance. In line with this practice Lincoln is working to develop a SPSA (Single Plan for Student Achievement) to mirror the goals and vision of the school's WASC self-study document. Each subsequent year, the Single Plan has been updated to reflect needed changes for the school. The administration presents this updated Single Plan annually to the School Site Council and SLUSD board; the updated Single Plan for Student Achievement for 2015-16 school year will be submitted to the SLUSD board on June 2nd, 2015.

As the administrative team stabilizes, the administrations will need to work towards quarterly reviews of the WASC document. Once again, we recognize that the WASC document needs to reach beyond the scope of the Lincoln Administrators and staff. In doing this, the administration needs to regularly bring the WASC goals to parent committees, school wide events, instructional lessons to assist in meeting in the various needs and demands of the community. In reaching these non-traditional communities, the leadership will need to find creative ways of outreach in seeking the input, and advice of our community members. Currently, data was collected by Google surveys and written response surveys are the five strategic plan goals.

For the 2015 midterm visitation document, the administrative team collaborated with the District and staff in preparing the rough draft. This draft was looked over, and refined by the Joanne Clark, which was then distributed to the school staff and departments for feedback. After the departments had the opportunity to provide updates for revision, the

administration made the necessary changes to the self-study document. Following the finalization of the document, the administration will present the WASC midterm self-study to the district's governing board on June 2nd, 2015 with the Single Plan for Student Achievement.

IV: Progress on Critical Areas for Follow-up/School-wide Action Plan

In the three years since WASC's visitation, the school has continued to implement a wide variety of programs to meet the needs of all students on campus. All of these programs have been designed to align with our WASC goals, which serve as the guiding principles of Lincoln Alternative Education Center. Lincoln Alternative Education Center focused on three school-wide critical areas since WASC's initial visit:

Area 1:

Strengthen diagnostic assessments that help staff and leadership to show student growth and prepare data that can drive teaching and learning.

The key components of academic progress monitoring include the school's eight official progress reports, including quarter and semester grades, which all teachers are required to post throughout the school year. These reports, along with CST and SBAC scores, generate parent and student awareness of student performance; additionally, the progress reports help instigate needed academic response to Intervention from counselors, teachers, and administration. With the information provided by progress reports, students will be placed into after or before interventions, Compass Learning, and Adult Education classes as needed to support their learning beyond Lincoln (LAEC).

While common assessments have been utilized in past years, they have not been thoroughly integrated in a widespread fashion at Lincoln High School. SLUSD implemented benchmark testing at all sites using the Illuminate Assessment System. Since all standardized testing has shifted to the online system, SLUSD has implemented benchmark testing this year to be a pilot year only and will analyze the assessment data starting 2015-16 school year. Lincoln (LAEC) has participated in the pilot assessments this year and will also administer the SBAC to all 11th graders and will analyze the data closely.

To address student behavior, Lincoln (LAEC) has utilized PBIS (Positive Behavior Intervention and Support) to guide procedures and protocols. In this process students have used the 4 R's (Ready, Responsible, Respectful, Reflective) as a framework to examine student behavioral expectation throughout the campus. Administrators, along with counselors, teachers, and parents, work together to establish behavioral goals that each student with a PBSP to become successful at Lincoln (LAEC). Suspension and expulsion data will be analyzed yearly. PBIS was introduced in SLUSD in 2014 and we look forward to reviewing this data annually.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	13.2	4.3	12.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.5	7.7	7.6
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

Area 2:

Creating sustainability and funding for staff and counseling staff in order to have consistency of teachers and staff to support student learning.

As a direct result of WASC, Lincoln High School has continued to work towards creating sustainable programming through the resources offered. Educational staff has been both resourceful and flexible, as they have strived to improve the educational outcomes of all students. Two Lincoln teachers were part of San Leandro Unified School District Instructional Innovator Initiative that provided 21st training, project-based learning professional development, and quarterly collaboration days with all innovators in SLUSD.

Lincoln (LAEC) effectively utilize there time for staff collaboration. The late-start Mondays, serve as a key component, providing staff members with roughly four hours of collaboration time monthly. Building on this model of collaboration staff has taken it up on themselves to meet weekly afterschool to collaborate around best practices, 21st century learning, and CCSS implementation.

For example, this year teachers developed a thematic lesson around a guiding question—How to renovate Lincoln for the 21st Century? Teachers delivered lessons by having a uniform start of each day.

Teachers utilized the below framework for each lesson daily:

- ✓ G: Where are we GOING?
- ✓ O: What are the OBJECTIVES and ORGANIZING Steps?
- ✓ A: Who is the AUDIENCE? How will I be ASSESSED?
- ✓ L: What did I/We LEARN?

In addition, this year we moved the Subject Lab from 1st period to 4th period. Subject Lab was constructed as a classroom that would allow students to earn various subject credits within a given content area. For many of our students, they may only need partial credit for a required course. Rather than place the students with an entire semester where they may only need .5 credits, we allowed the students to enroll in 1st period subject lab to earn that partial credit. This period also serves as an advisory period. Teachers can check in on their transcripts and progress daily. This model also lends itself to a cohort scheduling opportunity, as programming will build in future years. Lincoln also has a

1.0FTE counselor for approximately 120 students. This enables all students to receive the one-on-one personalized learning for our students.

Area 3:

Work closer with the district and other secondary schools in the process of common assessments.

San Leandro Unified School District underwent a restructuring at the district level in order to support all students for and prepare them for college and career readiness. The Technology, Assessment, Research and Evaluation Department, led by Director Rob Mangewala, has implemented district-wide common assessments for all schools. This year Lincoln (LAEC) participated in the Illuminate Benchmark Assessments. School year 2014-15 was a pilot year. Full implementation of district-wide assessments will be place starting 2015-16 school year. Lincoln (LAEC) will participate in SBAC now called CAASPP in spring 2015. Lincoln quarterly implements site specific summative and formative assessments.

Interim Assessments Overview:

Teachers from the SLUSD Assessment Task Force used the INSPECT® Common Core Item Bank to build Interim Assessments that are aligned with our new Common Core Curriculum Guides. The Interim Assessments will be given three times a year and are administered online. These assessments will provide students with access to the different item types and depth of knowledge that students will be expected to know on the Smarter Balanced Assessment Consortium Summative Assessment given in the spring. Some of the highlights include:

- Features over 32,000 ELA and math items written to assess the Common Core State Standards
- Based on the principles of evidence-centered design
- Includes innovative item types that require deeper thinking, such as selected response, including those with more than one correct answer, constructed response, and technology-enhanced items
- Offers a comprehensive suite of assessments including Interim Formative Assessments, End of Year Summative Assessments, and Performance Tasks for ELA and math in order to provide educators the resources they need to address CCSS and 21st century assessment demands
- Includes a library of over 200 pre-built assessments made up of blueprints, diagnostics, and benchmarks for all tested grade levels
- Includes English language development assessments to benchmark progress in language acquisition (English Language Learner Assessment; ELLA)

CAASPP:

California Testing in 2015: The assessments that comprise the 2015 CAASPP administration are a mix of online and paper-pencil assessments. The online component contains the Smarter Balanced English language arts/literacy (ELA) and mathematics tests. The paper-pencil component includes CST/CMA/CAPA science tests and the optional STS for RLA.

Smarter Balanced: In California, all students in grades 3 through 8 and 11 will participate in the 2015 Smarter Balanced tests, which include both ELA and mathematics content areas. These tests are administered online.

California Alternate Assessments (CAA): The CAA for English–language arts and mathematics tests are individually administered to students in grades 3 through 8 and 11 who have significant cognitive disabilities. All eligible students are required to participate in a field test of these new, online assessments in spring 2015.

California Standards Tests (CSTs): The CSTs in Science are to be administered to students in grades 5, 8, and 10.

California Modified Assessment (CMA): The CMA for Science tests are to be administered to students in grades 5, 8, and 10 who have an individualized education program (IEP). Assignment of the CMA is made in the student's IEP only; a student's Section 504 plan is not to be used to assign a student to take the CMA (although accommodations may be named in the Section 504 plan or in the IEP).

California Alternate Performance Assessment (CAPA): The CAPA for Science tests are individually administered performance assessments for students in grades 5, 8, and 10 who have significant cognitive disabilities and who are unable to take either the CSTs even with accommodations or modifications or the CMA with accommodations.

Naviance:

SLUSD and Lincoln (LAEC) have access to Naviance: A College and Career Readiness Platform:

Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. Our comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results

V: School-wide Action Plan Refinements

The WASC school-wide action plan that was written has become the guiding document for Lincoln Alternative Education Center. The Single Plan for Student Achievement is currently in development and will be submitted to the school board on June 2nd, 2015 and will be submitted to the WASC visiting committee before that date as well. With this document in place as the school's guide, all of the WASC action plan goals have been followed since the self-study visitation; additionally, Lincoln (LAEC) will continue to follow these goals for school improvement, even with the anticipation of changes that will occur with new leadership, new online assessments and full implementation of Common Core Standards. Lincoln Alternative Education looks forward to expanding their programming and will be updating WASC and the community at large of their endeavors and pursuits to ensure students' pathways to college and careers.