2017-2018 Balanced Score Card: 
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Lincoln, Abraham High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Sharimar Balisi Manalang</td>
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</tbody>
</table>

SCHOOL VISION & CONTEXT

Abraham Lincoln is a large, comprehensive, urban high school whose goal is to provide an outstanding college preparatory education for every student. Every course offered is aligned with district graduation requirements and A-G entrance standards. Along with a rigorous academic curriculum, Lincoln's strength is based upon teacher leadership and in the many academic, athletic and extracurricular programs that allow students to pursue their own interests in a nurturing environment. The educational program is enhanced by Student Support Services and a full-service after school program. The ALHS Instructional Core (Relationships - Clear Objectives and Procedures - Student Voice): Relationships Relationships are at the core of student achievement at Lincoln. Students and staff value authentic relationships above all aspects of the educational environment. Students are more actively engaged in classes when they have positive relationships with their teachers. Once a relationship has been built, it is a resource in times of crisis. We have an equity mission at Lincoln to constantly examine issues of personal identity, race, poverty, disability, English proficiency, and sexuality, and how these issues play out in our institution. Clear Policies and Procedures Best practices at Lincoln include creating clear objectives and classroom procedures that allow students to access grade level/content area rigor. Assessments are a reflection of Objectives. Student Voice At ALHS our goal is for teachers and students to be partners in learning; student voice is vital in classrooms where teacher and students are partners in learning and discovery. Students and teachers are engaged in what is happening in the classroom. They are actively communicating, engaging in academic conversations between students and teacher and students and students.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD's 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply, to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
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<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
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<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
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Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:
- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based on an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster*, Signatures, Bylaws & Agendas**
   - **☑** SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
   - **☑** SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
   - **☑** SSC Bylaws
   - **☑** SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

3. **Budget**
   - **☑** Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
   - **☐** All 2017-2018 Title I funds should be accounted for in the BSC

4. **Title I Parent Involvement Policy**
   - **☐** All Title I schools have an SSC-approved *Parent Involvement Policy* (PIP) and *Home-School Compact* in their upload package


## SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfsd.edu/dept/roa/aa/aa/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. 
   ```
   "###_Mid-year_Summary_2016-17"
   ```
2. 
   ```
   "###_EnglishLearnerReport2016-17"
   ```
3. 
   ```
   "###_Core_SQLI_Reports_for_15-16"
   ```

### Mid-Year Summary

**Contents**

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and% D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

### English Learner Report 2016-17

**Contents**

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

### CORE SQLI Reports for 15-16

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

### Strategies in Action

- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate

### NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

**Academic Tier One** - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td>WASC Ch.5</td>
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<tr>
<td>Targets for English/Language Arts are to see incremental growth in SBAC scores, especially for Latino, Black, ELL, and Special Education students, reinforced by district formative assessments as articulated in our school assessment plan. We will continue to focus on GPA data by grade level and subject area and calibration. We will continue to offer more sections of the CSU Expository Writing course based on student demand, CSU Expository Writing course validates the placement test for the CSU system and allows students to access college level English after graduation and break the cycle of remediation. Although we met our metric on the School Quality Improvement Report Card with 70% of our students scoring proficient on the SBAC, we are targeting 75% of our students being proficient for the next year. Teachers meet to discuss and review grade trends each 6 week grading period. The goal is to lower the Ds and Fs by 3-5%. All students should be reading at grade level or higher and ready for college level reading. Teachers must ensure that students are selecting at least one independent reading book that is 50-100 points above or below their Lexile level. English teachers at all grade levels will continue to focus on the skills necessary to write at grade level leading to college level writing skills. The interim assessments that will be used to measure the progress of students include: reading inventory (RI); IWA; and the site based writing milestone task.</td>
<td>Core Curriculum Teachers will use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. Curriculum maps, unit plans and lesson plans will be produced and revised for each spiral at each grade level; for English Language Learners and students with IEPs, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. Instruction Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans: Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s) • Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction • Engage in high level academic discussion and conversations about evidence from text • Present elaborate and evaluative techniques in writing using evidence from text (Narrative, Informational/Explanatory, Argument) Teachers will implement differentiated instruction, be strategic about when to deliver whole class, small group, and one-on-one instruction, and consider alternative modes of representation, action &amp; expression, and engagement • Students' learning profiles, interests, and readiness • Adjustments to content, process, product, affect, environment</td>
<td></td>
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According to the first published SII, Lincoln’s school wide scores in English/Language Arts school-wide were among the best compared to other district high schools, yet still reveal a significant achievement gap when compared to targeted students such as African American, Latino, Special Education, and English Language Learner Students. GPA data reflects similar gaps although less severe than other core subject areas. Lincoln out performs the district HS mean in all categories of the Mid-Year MTSS report. 67-74% of the students at Lincoln scored proficient on the ELA SBAC over the past 3 years. SRI scores for 9th and 10th graders are all at or above the District average. The 9th grade IWA scores have been consistent across all subgroups for the last 2 years. In the 3 year grade comparison, the Ds and Fs have remained consistent across all student populations including an analysis of the subgroups.
• Accommodations / scaffolds / accelerations
  Assessment / Self-Assessment • Teachers will use the Scholastic Reading Inventory (SRI) as the universal screening assessment for grades 3-10. • Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation. • 9th grade students will participate in the district-wide Integrated Writing Assessment (IWA). • Teachers will reflect on their practice using SFUSD’s CCSS ELA Informal Evidence Collection Tool to inform CCSS implementation progress. • Teachers will participate in grade level meetings with a focus on examining student work that demonstrates evidence of the CCSS shifts. Tech-related ELA Strategy • Beginning in Grade 2, all students—in accordance with ability—and their teachers will use Google Docs in the writing process at least once per month. The effectiveness of this strategy will be measured through score increases in district writing assessments, as part of district, grade-level spirals. During Leadership and Department meetings, teachers will continue to analyze grade data. Teachers will be share best practices and participate in professional development that is focused on grading equity. Class sizes in 9th grade English will be capped at 28 to allow for more individualized instruction. All 9th and 10th grade teachers will give the SRI. Data will be used to assist students in finding their independent reading book, and set individual reading goals. Students will complete projects based on the independent reading books. Teachers will use the Lexile scores of their students to differentiate their curriculum and increase student skills. IWA data is used to help students develop and improve their writing skills. Students learn how to use the IWA rubric to help develop their understanding assignment expectations. English teachers are using Common Core Spirals, check for understanding strategies, peer walkthroughs to refine their teacher practices. More professional development focused on use of Illumine will help teachers access, interpret and use the various forms of student data available.

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**Academic Tier Two**—What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Lincoln Tier 2 students are viewed as any student with D or F grades in ELA courses or students in credit recovery. The SAP team includes grade level and program counselors. GPA data drives the discussion around Tier 2 students and is informed by on-track data, attendance/truancy, suspension data, and Wellness services referrals. The After school tutoring program is effective and promoted by teachers and staff. Lowering class size in 9th grade English allows students more individualized attention and a smoother transition to high school. Co-teaching is effective for students with IEPs.</td>
<td>The primary target for Tier 2 students in ELA is to decrease the number of off track students and to decrease D or F grades in ELA courses. Students, especially 9th graders, will increase their academic reading and writing skills. The number of students with IEPs who receive Ds and Fs will decrease by 3-5%.</td>
<td>SAP team with the assistance of the grade level counselor(s) compiles and reviews Tier 2 data every marking period and designs individual student interventions and supports. Some successful interventions have been off track student meetings in community, with support staff and teachers along with parents and students in which students analyze transcripts, graduation requirements and complete graduation plans. Department Chairs meet with the ILT to review GPA data every marking period. Teachers encourage students to attend the After school tutoring. Smaller 9th grade core courses. Informing and helping student access interventions. SAP/SST meetings facilitated by academic counselors to monitor student academic progress and suggest intervention plans.</td>
</tr>
</tbody>
</table>
**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQI? 

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>According to formative and summative data, our focal group for ELA is English Language Learner students (see further narrative below in that section). Other focal groups include African American, Latino and Students with Disabilities. Although each of these groups, on average score higher on ELA assessments, grades, and attendance measure than counterparts across the high school division, the gap with Asian and White students remains significant. Our African American, English language learners and our students with disabilities are under performing on the SBAC compared to other student groups. On the IAB, these focal groups are at or above the District average, however are still performing at lower levels that other students. The SRI results are similar in that our subgroups are out performing the rest of the District, but are not performing as well as our other students.</td>
<td>Performance goals for are still tied to GPA, SBAC results, other measures mentioned previously and ultimately, consistent, increased graduation rates by ethnic or programmatic group. Raise our African American performance to 49% from 44% in ELA proficiency on the SBAC, which would match their performance on the IAB measures. Raise our students with disabilities performance on the ELA SBAC to 39% proficiency from 34%. Raise our ELL students proficiency from 16% proficiency to 21% on ELA. Based on the IAB results, these targets are within our reach.</td>
<td>Interventions for focal students in ELA (non-ELL) include credit recovery courses, English tutoring and general tutoring through the After school program every day, teacher office hours, the addition of English electives such as CSU Expository Writing, as well as teacher collaboration around grade level calibration and articulation as described above in the Instructional Shifts for all students. ELL students receive additional tutoring from ELL teachers and bi-lingual paraprofessionals. ELL class sizes are smaller. ELL students receive 2 ELD classes (reading/writing and listening/speaking). ELL PLC with teachers sharing best practices around norms, strategies and language objectives. Students with IEPs enroll in a study skills course, and case managers provide one to one support. Writing across the curriculum is included in all courses. Beacon after school tutoring, and in class peer tutoring program supports. Increase in access and use of technology in the classroom. Culture of test corrections and re-takes. Lower class sizes in 9th grade English, Algebra and Biology classes.</td>
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**Mathematics Core Curriculum**

**Academic Tier One**- Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
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<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Ultimately the goal for Math achievement is to see sustainable growth on the SBAC that calibrates with GPA data and results in more students taking a fourth year of college preparatory Math and fewer students needing credit recovery in Math. To increase math proficiency as evidenced by a decrease in the number of students receiving Ds and Fs. While the School Quality Improvement Report Card indicates that we have met the standard for SBAC math, we want our students to increase their scores on the math SBAC from 57% to 60%. We will continue to use the IAB assessments to also inform our practice.</td>
<td>Core Curriculum Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Each grade within the Core Curriculum maintains a storyline that is described below: Algebra 1: For the Algebra 1 course, instructional time should focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Geometry: For the Geometry course, instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems, and (6) extend work with probability. Algebra II: For the Algebra II course, instructional time should focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include logarithmic functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and random.</td>
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**WASC Ch.2**

**WASC Ch.5**
According to the first published SQII in fall of 2016, Lincoln’s school wide scores in Math school-wide were among the best compared to other district high schools, yet still reveal a significant achievement gap when compared to targeted students such as African American, Latino, Special Education, and English Language Learner Students. GPA data reflects similar gaps that are the most severe compared other core subject areas. Lincoln outperforms the district HS mean in all categories of the Mid-Year MTSS report. Over the past 2 years, 57% of our students scored proficient on the math SBAC exam. When the math department analyzed the data, it was found that our students are strongest in concepts and procedures and weakest in communicating and reasoning. Our 2017 IAB math task shows only a 45% proficiency rate.

Our math department has been working over the last few years implementing Common Core math practices that include Complex Instruction. Our math teachers are using materials provided by the District and use their common planning time to meet in curricular groups. As a school community we have been analyzing grading data and have noticed that there is a higher number of Ds and Fs in math when compared to other subject areas. The math department has been revising their homework policy and have implemented test corrections and retakes to increase student success.

The common Core shifts focus to understanding key concepts in mathematics. Students must learn to use precise language, be able to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others. Students must be able to model with mathematics and use appropriate tools strategically.

Mathematics is everywhere. This course will help students to understand the nature of numbers and their relationships. It is a tool that is used to solve problems.

A variety of data collection methods is used to determine the number of students who are proficient in mathematics. These include tests, quizzes, and homework assignments.

The standards in this course are designed to be flexible and allow for differentiation.

Some standards are repeated in multiple higher mathematics courses; therefore instructional notes, which appear in brackets, indicate what is appropriate for study in this particular course. Standards that were limited in Algebra 1 no longer have those restrictions in Algebra 2. Students work closely with the expressions that define the functions, manipulate algebraic expressions, and continue to expand and hone their ability to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students learn how to solve trigonometric and logarithmic equations and prove trigonometric identities. Instruction When working with the Common Core State Standards for Mathematics, one central question is, “How can we help students keep the focus on personal and group sense-making, understanding, and reasoning as they become confident problem solvers?” In some ways, changing the content standards (what we learn) is the easy part. It is changing the mathematical practices (how we learn) where the challenge lies. The shift needs to be toward helping students to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. The instructional strategies identified in the SFUSD Math Teaching Toolkit supports teachers and students as we continue our move away from a more directive style of teaching mathematics and toward a more inquiry-based style. It is a practical resource of teaching strategies and tools that allow all our students the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment. A powerful mathematics classroom involves shared sense-making within a community of learners. This is reflected in the Common Core State Standard for Mathematical Practice 1: Make sense of problems and persevere in solving them. Making our thinking public allows us to negotiate meaning with each other. This is reflected in the Standard for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others. This standard states that “students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.” Student discourse is our window to understanding the mathematical strengths and challenges of the whole class as well as of individual students, thus reflecting Mathematical Practice 6: Attend to precision. It presents us a view of what our students know, misconceptions they may have, and how these might have developed. And yet, it is not simply a one-way street. In the process of trying to understand our students’ thinking, we gain perspective into our own mathematical understanding, thereby laying the foundation for a supportive learning community for teachers as well as students. The SFUSD Math Core Curriculum promotes discourse in the teaching and learning of mathematics. Each unit of study within the Core Curriculum has four rich math tasks as well as lesson series that are premised on group work and meaningful student-to-student
interactions. Our role as a teacher is described, in broad terms, as a facilitator who is listening carefully to students, framing appropriate questions, and mediating competing perspectives. However, this is not to be interpreted as teachers staying out of the way and students will learn.” In fact, a teacher’s role is proactive and includes: • Designing lessons that promote student learning through discourse; • Beginning the lesson with a carefully presented launch; • Guiding the lesson with facilitated group work and class discussion; • Summarizing the lesson to bring out students’ insights while mitigating possible misconceptions. The SFUSD Math Teaching Toolkit continues to include the key strategies that are an integral part of the Math Core Curriculum. These are the three Signature Strategies of Math Talks, Three Read Protocol, and Participation Quiz or Groupwork Feedback. In addition, there are additional instructional elements, such as math notebooks, math technology tools, questioning strategies, and re-engagement strategies. Assessment Math Milestone Tasks are rich tasks embedded within the SFUSD Math Core Curriculum. These tasks offer all students opportunities to engage in meaningful and rigorous mathematics that allow for the development of the Standards for Mathematical Practice. They give information about how students are learning the core concepts and skills of the predetermined unit. They will be administered in grades K-11. Tech-related Math Strategy Beginning in Grade 1, students will use digital tools (iPad apps, Google Slides, iMovie, Explain Everything, Nearpod, etc.) to improve mathematical discourse. The effectiveness of this strategy will be measured through score increases on a rubric developed with feedback from the SFUSD Math Department The school community has determined that one of our main priorities is to lower class size in 9th grade Algebra. Teachers will take advantage of the smaller class size by increasing group work and creating skill level groups to meet the instructional needs of all students. Teachers will continue using and improving on complex instruction strategies. Math classes are heterogeneous in 9th and 10th grades. Standards based grading will be used, incorporating test corrections and retakes. Math teachers will continue to use technology to enhance instruction. Teachers will meet consistently in curricular groups to collaborate, share best practices and plan instruction.

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**Academic Tier Two—What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?**

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
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<tbody>
<tr>
<td>At Lincoln Tier 2 students are viewed as any student with D or F grades in Math courses or students in credit recovery as a result of Math grades, analyzed through departments and the SAP team that includes grade level and program counselors. GPA data drives the discussion around Tier 2 students and is informed by on-track data, attendance/truancy, citizenship marks, suspension data, and Wellness services referrals. Drop in tutoring by many math teachers during lunch and after school. The after school tutoring center has enabled many students to increase skills and gain more confidence in math. Lowering class size in 9th grade Algebra allows students more access to curriculum and a smoother transition into high school. Co-teaching is effective for students with IEPs.</td>
<td>The target for Tier 2 students is to decrease the number of off track students and to decrease failure rates in Math courses. Students will increase their communicating and reasoning skills in math. The number of students with Ds and Fs will decrease.</td>
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</table>
SAP team compiles and reviews Tier 2 data every marking period. Some successful interventions have been off track student meetings in community, with support staff and teachers along with parents and students in which students analyze transcripts, graduation requirements and complete graduation plans. Department Chairs meet with the ILT to review GPA data every marking period. Tutoring is available to all Math students through teachers or the After School Program. Teacher collaboration in CC Math curriculum is mandated and ensures that Math students at Lincoln have consistent experiences across subjects and grade levels. Providing incentives to students who access the after school tutoring program; continuing to keep 9th grade Algebra class sizes lower; monitoring and identifying students who need interventions early; academic counselors facilitating SST/SAP meetings to create an academic intervention plan for struggling students.

**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

| Analysis of results for Mathematics-Focal Group |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |

According to formative and summative data, our focal group for Math includes African American, Latino and Students with Disabilities. Although each of these groups, on average score higher on Math assessments, grades, and attendance measures than counterparts across the high school division, the gap with Asian and White students remains significant and is the most pronounced at the school. Our focal groups are under performing on the SBAC compared to other students. The number of students meeting proficiency on the math SBAC is significantly lower than the number of students meeting proficiency on the ELA SBAC (70% ELA vs. 57% Math). Our African American and ELL students are performing at or above the District in the IABs. Our SPED and Latino students are scoring at the District average.

Performance goals for are still tied to GPA, SBAC results, other measures mentioned previously and ultimately, consistent, increased graduation rates by ethnic or programmatic group. Raise our Latino performance from 28% to 33% and our African American performance from 8% to 13%. Raise our students with disabilities performance on the SBAC from 17% to 22%, Raise our ELL students proficiency from 38% to 43%. Based on the IAB results, these targets are within our reach.

Interventions for focal students in Math include credit recovery courses, Math tutoring through the After school program every day, as well as teacher office hours. Subject are collaboration has ensured instructional consistency in the core Math classes. Teacher professional development has focused on linguistic and cultural deficit perspective and is challenging how we approach struggling Math students. The after school tutoring program; peer tutors in the classroom; continue use of technology to access learning resources; lunch time tutoring in math classrooms; test corrections and retakes; lower class size for 9th grade Algebra.

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**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

| Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified) |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |

| In a narrative, describe what your analysis of the data says about your school. | WASC Ch.2 | WASC Ch.5 |

All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and supplemental materials to provide ELs full access to the core curriculum. In all pathways, teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level
Although graduation rates for ELL students at Lincoln have averaged over 80% for the last five years, that's still 8-10% behind the school-wide rate. CELDT data has been uneven for the last number of years as far as the number of students making at least one year's growth and numerous Long term ELLs show achievement gaps on multiple measures compared to school-wide data. Statistically the two largest language groups at Lincoln, Chinese and Spanish also show different data points and different academic and support needs. In 2016, 311 ELL students who took the CELDT at Lincoln. Our number of ELL students has been increasing, this year we have 344 ELL identified students, in particular our Newcomer and SIFE populations. Our reclassification rate of ELLs is 26% which is higher than the District. We currently have 143 long term ELL students, and 52 have an IEP.

Graduation rates and college matriculation continue to be the ultimate performance, however benchmarks such as annual CELDT, common assessments and SBAC should show steady growth given the commitment to the ELL interventions to ensure mastery. Continue to reclassify ELL students through District process and administering the SRI as needed. The SPEd and ELL departments will work in tandem to reclassify SPEd ELL students. Our target is to reclassify 50% of the SPEd ELL students. Academic counselors will continue to monitor progress of our long term ELL students.

(collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. • Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of English Language Development. • Administrators will ensure that all English Learner students at every site receive EL instruction until reclassified as a fluent English proficient student. Special Education EL students must receive ELd, either through the site’s ELd structure, or provided by the Special Education teacher in addition to SPEd services. Strategies in Action: Classrooms • Teachers with English Learners use the CA ELd Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework.) Effective Integrated ELd instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade-level academic content. • Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students’ home languages, cultures, prior experiences and knowledge: 1. CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES • Visual: Teachers & students co-construct visual representations of information. • Kinesthetic: Teachers and students demonstrate content knowledge through physical representations and gestures. • Verbal: Teachers convey meaning through precise language. • Organizational: Co-construct ideas through organizational representations. • Metacognitive: Teach students to develop self-awareness of their learning. 2. STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY • Provide linguistic support to facilitate students’ transition from informal to academic language. • Provide varied opportunities for students to articulate learning using discipline-specific and general academic language. • Articulate clear learning objectives for students that include a content and language objective that are connected. 3. TEACH STUDENTS TO ANALYZE, WRITE, AND CREATE COMPLEX TEXT • Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge • Establish a purpose for reading and discussing complex text. • Preview text structure and key vocabulary. • Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary. • Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style. 4. FOSTER HETEROGENEITY AND COLLABORATION • Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit. • Structure learning experiences to provide multiple access points to meaningfully engage all students. • Ensure there are meaningful group roles requiring equitable participation and accountability for all students. • Teach empathy and interpersonal communication skills to encourage effective collaboration. 5. USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION • Observe and
Other Subject Areas (Secondary Schools, optional for Elementary)

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<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
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<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Science: The goal is for all students to take a third year of laboratory Science for UC and CSU &quot;recommended&quot; course work. Also work is needed to calibrate grading systems in Biology and Physics to increase pass rates.</td>
<td>Science: 1. Questions guide inquiry: Students ask meaningful questions relevant to the science topic or lesson. 2. Learning occurs through investigations -Students use materials, tools, and texts to explore, gather data, and answer questions. 3. Explanations are evidence-based - Students use evidence to interpret observations, support ideas, and construct explanations. 4. Science is a community endeavor that evolves with new evidence - Students collaborate to build understanding and revise their thinking when presented with new evidence. 5. Application is essential for building understanding: Students apply science knowledge and practices to respond to open-ended and novel problems. 6. Academic success depends on academic language- Students use discipline-specific academic language, models, and mathematics to communicate understanding orally and in writing. 7. ELs develop language through content -English learners produce language that communicates ideas and reasoning, even when that language is imperfect. 8. Equitable participation - All students are engaged in learning and choose appropriate scaffolds for learning.</td>
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Science: Lincoln prides itself on strong Science pathways and an ability for all students to complete four or even five years of UC "D" laboratory sciences. Lincoln Science offerings include Biology, Physics, Chemistry, Marine Biology, Physiology, Biotechnology, Advanced Biotech, AP Environmental Science, AP Physics and AP Biology. Lincoln employs a full student-choice system starting in the 9th grade. Nevertheless, 9th graders have struggled in Biology and especially Black and Latino 9th graders.

Data showed that ELL students were struggling in some content area courses and ELL students with low levels of English proficiency were failing critical A through D courses not due to content but rather language acquisition.

Targets for ELL students at Lincoln are reclassification rates combined with GPA data and graduation rates.

College and Career Readiness

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.
Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

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<tr>
<th>Narrative describing college-going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
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<tbody>
<tr>
<td>In order to better prepare our graduates for post-secondary opportunities, we need to immerse our students in genuine experiences and align their learning with 21st Century skill set. Lincoln houses multiple college and career-focused pathways to provide multiple outcomes for students; rigorous college-preparatory curriculum and practical, career-based experiences grounded in 21st century industry. Lincoln houses four Career and Technical Education (CTE) “academy” programs that are smaller learning communities within the large comprehensive high school that allow for students to develop a sense of belonging and support. The Lincoln CTE academies are Information Technology, Finance, Green and Teacher Preparation. Each program follows a similar structure of a three year elective sequence, cohorted academic classes, integrated curricula and unique experiential embellishments related to the career focus. In addition, Lincoln supports a four-year Architecture and Engineering Pathway as a sequential elective program that also includes internship opportunities, job shadows, guest speakers and student competitions. Lincoln’s Biotechnology program also has a two year option, with the advanced course serving to provide access to relationships with industry, a long-term partnership with UCSF and Genentech, graduate level laboratory work and innumerable other community partnerships. Each pathway has also identified concurrent enrollment or dual enrollment capstone courses at CCSF. Lincoln’s AVID program as well serves to engage students in college literacy coupled with the skill sets and habits of the mind that ensure post-secondary success. AVID is a four year elective program that is explicit in its support of students towards four-year colleges through multiple levels of academic and social emotional development systems. Lincoln is working with CCSF pathway in Mandarin language for post AP for both native speakers and Immersion students. In addition, we have a partnership with CCSF to have college courses such as Psychology and Ethics Studies on site. Lincoln has pursued to expand the dual and concurrent enrollment relationship with CCSF. More than 400 Lincoln students will have taken CCSF courses over the 2016-2017 school year. About 98% of our seniors have a post-secondary educational plan upon graduation from Lincoln, which includes enrollment at a 2 or 4 year college. The number of students taking the ACT and SAT has steadily increased over the last 3 years. The number of AP tests administered has grown in the past 2 years and the number of students scoring 4 or 5 has also increased. Active recruitment of our under represented populations into our AP classes is ongoing. Students can enroll in one of two CTE programs (Hospitality/Tourism and Automotive Technology) and our computer science program is expanding. We offer an AVID program to help first generation students “in the middle” be college ready. Our college center guides students through the college choice, application, financial aid and scholarship process beginning the conversation in the 9th grade. Credit recovery is available through evening and summer school opportunities. Academic counselors meet with students to monitor progress, assist them with choosing classes, and provide access to academic interventions.</td>
<td>Integrate capstone projects (portfolio or project) reflective of real-world experiences into the high school continuum for all of our graduates. Targets for students in our various career pathways programs include that all students exceed A through G requirements in all subjects, experience at least one job shadow, internship, or career-related experience. We also envision that all students in the various pathways will experience at least one college visit and complete CCSF concurrent enrollment, Advanced Placement or other forms of college-level rigor while in high school. The ultimate measure for pathway success is four-year college acceptance and matriculation rates. Every Lincoln student will have the opportunity to take CCSF courses while at Lincoln and will be supported. Continue to provide academic and college counseling to students; monitor academic progress towards graduation; target under represented populations to register for AP courses, and the SAT/ACT exams.</td>
<td>ALHS needs to look at our instructional practices so that we can embed project based learning, career readiness and work based learning in a personalized pathway to better prepare our students to meet the Graduate Profile; we will invest in the associated and targeted teacher professional development. We will develop curriculum alongside faculty and industry professionals. We will align CTE curriculum to CCSS standards. Each pathway is committed to outreach, recruitment and support of underserved students. Each pathway is steeped in project-based curriculum and instructional strategies that emphasize the student voice and productive struggle with complex, real world issues. Each program requires teacher leadership in interdisciplinary coordination and curricular planning. School will continue to focus on outreach, support and evaluation of the relationship with CCSF Application process support days are given to seniors and juniors during week of college application due date and SAT/ACT test dates. Support for seniors with the FAFSA application process through College Night event, classroom presentations by college counselors and open computer lab times to complete applications with assistance.</td>
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Elementary Schools
What is your plan for promoting college and career readiness?

**Strategies in Action: Schools**

In *Transform Learning, Transform Lives*, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

**Leadership, Instructional Guidance & Professional Development**

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

**How will you structure site-based and district professional development/learning?**

The basic Professional Development of Professional Collaboration structure at Lincoln is built in to two “early release” days every week for scheduled meetings including faculty, department, grade level/subject area and various teacher committees. Also scheduled through the early release calendar is School Loop time for teachers, “office hours,” and other time to work with students or to collaborate. Lincoln admin and teachers schedule three student late start days annually for teachers to engage in PLC-style work on various problems of practice related to teaching and learning.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I</th>
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<tr>
<td>As an administrative team, we engage in weekly PD which includes academic readings and classroom walkthroughs. PD is also planned for the leadership team during block period once a month. The focus of the leadership team PD includes culturally responsive teaching, equitable grading practices and academic conversations. On site Wednesday PD’s have focused on ELD Instructional Standards, Strategies and Practices (Language and Content Objectives), technology, building relationships, analyzing student data and grading. Through these PD action steps our faculty and staff have deepened their understanding of how student engagement manifests itself in a variety of classroom settings.</td>
<td>The leadership team meets once a week during 2nd period. Department chairs are given additional prep period to attend these meetings and manage department business. Teachers use common planning time to meet in departments and curricular teams. Prop A hours are used by teachers to engage in PD opportunities outside of the contracted work day on and off campus. English, Math Social Studies and Science receive substitute days to collaborate with their departments, share best practices and develop common assessments and sequencing.</td>
<td>Site budget to pay ILT teacher members a stipend for their work, plus use of PTSA and grant funds to support community.</td>
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In the spring of 2017, the principal formed the ALHS ILT (Instructional Leadership Team) to work with site admin to design school-wide teacher professional development that is responsive to the needs of Lincoln teachers and advances the equity mission of the school. The ILT worked to develop Professional Learning Communities based on shared problems of practice related to teaching and learning. This includes, but not limited to, Consultancies, Data In Action Analysis (EWI students) Study and Instructional Walkthroughs. At the end of spring 2018, the first cycle of work is concluding with teachers sharing findings with colleagues. In the fall a new cycle will begin with some teachers going deeper in to the same topics, especially in the areas of EL strategies and learning outcomes. The ILT meeting time is built in to daily schedule. Site budget, may need to allocate for an community partner or consultant to help develop an equity curriculum for staff.
As a result of developing the framework for Teaching and Learning at Lincoln, as well as PLC work around African American and Latino achievement at Lincoln, it is apparent that students and adults experience Lincoln in vastly different ways based on personal identity as it pertains to race, ethnicity, sexuality, English language proficiency, socio-economic factors and personal experience. As a result it is clear that the school needs to develop an equity curriculum for school adults to be able to have the time and space to reflect upon the student experience in the context of the core curriculum and college preparatory outcomes. As an administrative team, we engage in weekly PD which includes academic readings and classroom walk throughs. PD is also planned for the leadership team during block period once a month. The focus of the leadership team PD includes culturally responsive teaching, equitable grading practices and academic conversations. On site Wednesday PD’s have focused on technology, building relationships, analyzing student data and grading. Through these PD action steps our faculty and staff have deepened their understanding of how student engagement manifests itself in a variety of classroom settings.

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates.

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

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<th>Reflecting on and improving a Student-Centered Learning Climate</th>
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<tr>
<td><strong>Analysis of Data</strong></td>
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<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
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Lincoln provides inclusive practices for all Students with Disabilities based on the unique circumstances of the IEP. Every spring the Special Education team of teachers calculates the instructional minutes for students in General Education, Co-Teaching, Special Day Classes by subject, and Study Skills. That work informs the master schedule in terms of sections for each type of educational environment. This structure allows case managers to work with counselors to schedule students with flexibility and modify conditions based on IEP goals. Also events like inclusive schools week and the formation of the "Includitude" club by students has served to further integrate students with IEPs in to the school community. Professional development focusing on instructional strategies, alternative assessments and building relationships. Protocols for communication between case managers and teachers to maximize the use of modifications and accommodations in the general education classrooms for students with IEPs.

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<th>Student Engagement/Attendance</th>
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<tr>
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<td>Again in attendance, Lincoln’s rates outpace the district and the high school division yet we do see gaps when the whole school is compared to specific traditionally underserved groups of students.</td>
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<td>Truancy rates are checked quarterly and annually. Continue to support all students and families around attendance/truancy. Increase our overall attendance by 5% for each sub group.</td>
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<td>Attendance liaison works closely with SAP teams on truancy and individual student interventions. Truancy letters are sent monthly and autodialer calls are made daily if a student is absent from even a single class. Continue to foster a sense of community through programs, clubs, athletics, After School Program, Wellness, and VAPA to increase students’ sense of belonging. Continue to reach out to families needing support around attendance via academic counselors, Wellness, and SST process.</td>
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<th>School Climate</th>
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<td>Lincoln has long prided itself on a positive school climate and culture that largely comes from the SFUSD open enrollment process and the fact that because Lincoln's applications are impacted, all students must choose Lincoln in order to be enrolled. Also a highly active Student Government as well as numerous programs that support the student voice and the activist voice such as Ethnic Studies, Peer Resources, the Principal's Cabinet of students, career academies and pathways as well as more than 50 clubs and student organizations definitely contribute to a student-centered learning environment. Annual community events such as the fall spirit rally and the spring Brotherhood/Sisterhood assembly serve to give students a sense of belonging to the larger institution. Social-Emotional survey results in 2016 again showed responses that reflected demographic and programmatic lines. For example, although Black students rated themselves highest in the school in questions of self-efficacy on the survey, they rated feeling supported in school at the lowest among student groups.</td>
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<tr>
<td>As the SFUSD Social Emotional survey becomes engrained in to the school’s overall data; the results will challenge our community’s assumptions about climate and student experience. Decrease the number of students with disabilities earning Ds and Fs by 10%. Increase the number of co-taught classes by 5%. Increase percent of students on track to graduate to 76%. Increase the number of students graduating from Washington to 98%.</td>
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<tr>
<td>Over the course of the 2016-17 school year, the ILT engaged multiple stakeholders in creating &quot;A Framework for Teaching and Learning at Lincoln,&quot; based on PBIS models and attempting to be explicit with the school community about shared expectations for both adults and students. As described in the PD section below, how the school now works to integrate the framework in to the mindset of the community, has the potential for a huge impact on student voice and school climate. Continue to provide on track support to students and families through academic counselors and college center staff. Provide on and off site credit recovery options to students. Continue to use and improve use of restorative practices and positive behavior interventions.</td>
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<th>Parent-School Communities Ties</th>
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<tr>
<td>Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school's key strategies, to ensure coherence within your school community.</td>
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</table>
Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with **SFUSD’s Family Engagement Standards**

**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know...)

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

### Parent-School-Community Engagement

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact
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<tbody>
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<td>Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td>Targets for family engagement include fully populated parent advisory boards such as PTSA Board, ELAC, AAPAC and SSC. The school also hopes to see parents participate in volunteer opportunities with the PTSA and attend conferences, SARBs, IEPs and other student intervention meetings. Increase the number of families attending Lincoln Family/PTSA meetings by 15%. Identify underrepresented families and conduct targeted outreach. Continue to schedule ELAC meetings prior to the Lincoln Family Night meetings to increase attendance of ELL families.</td>
<td>During the 2016-2017 school year, Lincoln formed its first ever African American Parent Advisory Council (AAPAC) with monthly meetings and agendas centered on identifying problems and solutions for Black students and Lincoln with an acknowledgement that the Black student and family experience is unique and deserves special attention. 2016-2017 school year, AAPAC will form a parent advisory group who will then meet with the principal once a month to discuss their concerns. The PTSA Board continues to advise school administration on all aspects of school governance and provides representatives to the School Site Council. School Loop is the primary tool for school to home communication and 100% of Lincoln teachers use School Loop as a means to report progress regularly. In addition, counselors have hosted various &quot;family nights&quot; by grade level to review graduation and college requirements. Also every spring and late summer, the school hosts an orientation event for the incoming class to disseminate information and complete the course selection process. Conduct a needs assessment of family interests. Create a more focused effort by site administration, family liaison, Wellness, After School Program and PTSA Board to provide quality programming, guest speakers and specific themes for Lincoln family nights that reflect the interests of our families.</td>
</tr>
</tbody>
</table>

Parent involvement at Lincoln centers on School Loop and then parent voice in the various parent advisory boards such as PTSA board, ELAC, AAPAC and SSC. Parent participation at monthly PTSA meetings is tepid but authentic parent voice is often expressed through the three Family Liaison positions employed at Lincoln, one each for Spanish Language and Chinese Language groups as well as an additional liaison added in fall 2015 for Black families. Lincoln High School engages families through the help of the PTSA and After School program. Generally, we have a large family attendance at Freshmen Orientation, Back to School Night, College Night and Financial Aid Night. These programs have up to 300 parents in attendance. Lincoln Family/PTSA meetings attendance varies depending on the focus of the meeting. We realize that most of the families who attend these meetings are already connected to the school community through their child’s extracurricular activities. Our school website, Synergy and School Messenger are other means of keeping families informed and engaged.
**SECTION IV: School Budget & Resource Priorities**

**Weighted Student Resources in WSF and Other LCFF-Funded Allocations**

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

**Special Education Weighted Student Formula (WSF-SpEd)**

| Allocation | $13,050 |

The funds are used for classroom materials and supplies as well as testing materials.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Supplemental Concentration Grant-English Learner (SCG-EL) 07091**

| Allocation | $139,725 |

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

At Lincoln the ELAC has approved for use of these funds to support two, full-time Family Liaison positions; on each for Chinese (Mandarin and Cantonese) home language families and Spanish home language families. These funds are also used to support a full time counselor for English Language Learners to facilitate individual graduation plans for every ELL student at Lincoln.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Supplemental Concentration Grant - Low Income (SCG-LI) 07090**

| Allocation | $301,019 |

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

These supplemental funds are used to pay for .125 FTE of one full-time Dean of Students, one grade level guidance counselor dedicated to college and career education and support and one full time Family Liaison to support African-American students at Lincoln.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**LCFF Concentration Grant (SCG-C) 07092**

| Allocation | $27,000 |

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

School-wide classroom materials and supplies. Chromebook carts for math and science classrooms.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Targeted Instruction Improvement Grant (TTIBG) 07940**

| Allocation |

If your school site receives a TTIBG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = (31500)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

1% Title I Parent Set Aside =
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council:

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

Referencing your plan, how do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Principal’s Innovation Fund = (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Equity Grant = (as applicable 16-17)

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Other (PTA, external sources, School Quality Pairing/CoP work) = $50,000

How do you plan to use these funds to support your school-wide actions?

The ALHS PTSA through fund raising supports teacher/classroom grants, college scholarships for seniors, field trips and special projects.

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter *.75*

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<th>Counselor:</th>
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<th>Other:</th>
<th>Other:</th>
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</thead>
<tbody>
<tr>
<td>Peer Resources 1.0</td>
<td>.2 Ethnic Studies Teacher</td>
<td>.8 VAPA Teacher</td>
<td>.4 Computer Science Teacher</td>
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</table>

Two to three high leverage strategies that will be accomplished:

1.0 Counselor - serves as Guidance Counselor for almost 400 student in academy, AVID and pathway programs to work specifically with these students and teacher leaders on the unique graduation and college prep needs of students in these programs. 3.0 Wellness Center - Lincoln houses the oldest Wellness Center in SFUSD with almost 1000 students served annually. The WC takes the lead on innumerable student and staff Wellness initiatives that contribute to a positive and student-centered environment. 6.0 T10 - Lincoln has been a leader in the concept of "security plus" in which T10s are a critical piece of the RTI/PBIS model. After the classroom teacher and before a student leaves class, security works to resolve issues "in the field" so that students do not miss instructional time. At Lincoln T10s are members of AAPAC and ELAC and have joined staff PLCs that are working on a variety of student-achievement issues. T10s also manage many conflict mediations, investigations family contacts in collaboration with the Deans Office.
**SECTION V: Recommendations and Assurances**

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list) *African American Parent Advisory Council*
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/15/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/15/2017
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<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathan Tam</td>
<td>Chair/Student</td>
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<td>Shari Balisi Manalang</td>
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<tr>
<td>Yesenia Gonzalez</td>
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