

SAN DIEGO CITY SCHOOLS
Secondary Schools Division

PROPOSED AMENDMENT TO THE SAN DIEGO PLAN
FOR RACIAL INTEGRATION--PROJECT LINCOLN

July 23, 1981

BACKGROUND

In response to integration considerations incorporated in the San Diego Plan for Racial Integration in June 1979, Project Lincoln was proposed as a means toward reducing minority student isolation and providing a high quality of education at Lincoln High School. It was not conceived as a separate project or program, adding to many others already in place, but rather the "umbrella" under which the total school would operate. The major goal of Project Lincoln was to improve all facets of the total school program and climate of Lincoln High School. It was in effect a firm foundation upon which a strong instructional program would be built.

Project Lincoln has as its theme, "Pride in Excellence." Successful implementation has been due to concerted efforts and involvement of administrators, teachers, counselors, paraprofessionals, classified staff, students, their parents and community members. Based upon numerous assessments, including total school needs assessments each year, Title I and ESAA evaluation reports, accreditation reviews, Integration Task Force Reports and workshop evaluations, Project Lincoln has addressed a number of student needs, teacher concerns, staff recommendations and parents' suggestions. All of these served as the means for identifying viable objectives along with appropriate methods, techniques and strategies to implement the programs at Lincoln High School.

The following report addresses the present status and planned action for next year. References are made to several reports, including the recommendations made in Lincoln High School: Analyst Report, Dr. John McLevie, July 7, 1981.

NEEDS ASSESSMENT

Prior to the inception of Project Lincoln, the staff, students and parents identified the major needs to be addressed if the project were to be successfully implemented. On February 13 and 20, 1979 and each February of the succeeding two years, such a survey was taken. Data were collated and results reported to all participants. Each assessment identified a number of student needs, teacher concerns and staff recommendations. These became the basis for identifying viable objectives and appropriate strategies to initially implement the program and to modify or redirect the program once it was underway. Although the emphasis has shifted as some needs have been met more successfully than others, the needs considered sufficiently important to become major goals with the Lincoln High School Site Educational Plan (Attachment A) were identified as:

- Improve communication at and between all levels: school, Secondary Schools Division, district and community.

through this summer. The purposes for these sessions have continued to be to:

- Build team support;
- Convince everyone that he/she can make a difference;
- Set goals for the upcoming year;
- Improve communication;
- Build a feeling of trust; and,
- Get to know each other by working toward common goals.

The major need, communication, is being accomplished by this process. Given a firm foundation upon which to build, the instructional program became increasingly the major focal point. Stability of staffing, inservice, new teacher orientation, reorganization of the counseling and guidance services were each addressed with the ultimate goal of supporting a viable curricular program. Improved attendance, parent and community support and student involvement, essential in themselves, were deemed vital for this process as well. For many years, the school has been involved in a number of projects, most categorical in nature, each calculated ultimately to improve student achievement.

Project Lincoln, serving as the "umbrella" for all curricular and co-curricular activities, has been working to pull the entire assemblage together into a viable package called the Site Educational Plan. The Site Educational Plan focuses upon major areas for emphasis for the entire school and includes as its components the objectives from all departments that are designed expressly to meet these goals. Seeking to improve basic skills, all departments entered into Reading and Writing Across the Curriculum; a new writing course was instituted; Sustained Silent Reading (SSR) became a total school program; the exchange programs with Clairemont and Patrick Henry high schools were initiated; and, the Career Center for Medicine and Health began.

PLANS FOR ON-GOING IMPLEMENTATION, 1981-82

School Management Organization

As at any school, the responsibility for successful implementation of the instructional program at Lincoln High School, rests with the principal, operating within a management organization established to elicit staff, student and parent support. The Lincoln staff has continued to employ generally accepted organizational arrangements that have worked efficiently and well for all other schools. However, the smallness of Lincoln High School, coupled with the prescribed goals to be met by 1985, only serve to magnify the complexity of the problem. The goals and expected outcomes of Project Lincoln imply that conceivably a new or

or different management organization is needed. Such an organization would continue to recognize the principal as the chief site administrator overseeing all facets, such as, school management, counseling and guidance, student activities, discipline and facilities. In addition, working with the principal, an administrator would be assigned to be fully responsible for the direction of all instructional programs, integration plans and budget. This administrator would be assisted with resource support, drawing upon district curriculum and program personnel and consultants from local institutions of higher learning, e.g., San Diego State University writing personnel. Other administrators on the site management team will be selected and assigned to work in harmony with Project Lincoln.

Instructional Program

The afore-mentioned needs assessments and reports emphatically indicate that new directions in the instructional program should be undertaken if court-ordered goals are to be met by 1985. Current student scheduling practices should be modified if students are to achieve at expected levels and meet graduation requirements. The modification of district requirements for high school graduation could include, for example, crediting reading classes as a Fine and Practical Art and making physical education optional for 11th- and 12th-grade students.

Major program components for 1981-82 include:

1. All students will be scheduled for a six-period day in a required English class based on the new district language arts program which includes literature, writing, spelling and oral communication; a math program; and, a required program including writing, reading, study skills and competencies.
2. Reading and Writing Across the Curriculum will continue as a major instructional practice in all departments.
3. The writing class presently offered in conjunction with San Diego State University to 11th- and 12th-grade students will be expanded.
4. Students will have the opportunity to attend classes on an extended day or extended year basis, permitting them to enroll in additional electives, enrichment or tutorial programs.
5. In addition to the counseling/guidance services for students, a certificated staff advisory/advocate program for all students will be implemented during the year;
6. Every student will receive career planning and development instruction and support, and each will have a career plan as the

basis for planning academic and vocational courses and college programs.

7. Students in both the regular program and the Career Center for Medicine and Health will be able to enroll in college courses offered on the Lincoln site.
8. Planning and piloting of Career Center programs to establish Lincoln as a full magnet program in 1982-83 will continue.

INTERIM ACHIEVEMENT GOALS FOR 1981-82

The achievement goals established for Project Lincoln will be consistent with the time and level stipulated by the Court Order of December 2, 1980 and will be the foundation of the Site Educational Plan at Lincoln High School. Achievement goals will be established for the students within each grade level, 9-12, and for each of the following academic disciplines within those grade levels (mathematics, reading, language arts). At the conclusion of the 1984-85 school year, the goal will be that students within each grade level and in the above-mentioned academic disciplines will have attained an achievement level such that at least 50 percent of the pupils will score at or above the publisher's median on a norm-referenced test.

The evaluation design to determine the interim annual goals leading to the 1985 goals will be consistent with the proposed Achievement Goals Program (AGP) plan of the Evaluation Services Department. The base year for Project Lincoln will be the results for each grade level for the 1980-81 school year. A straight line progression to the 50 percent goal for 1985 will determine the proposed rate of achievement during the interim years. Specific achievement goals are listed on Attachment C.

COMMUNITY/DISTRICT COORDINATION

Since its inception, Project Lincoln has looked to the parents and community for their active involvement, advice and support. Parent and community participation continue to be expected as a regular facet of program planning and development. Community participation has expanded to include representatives from community and business organizations and agencies and institutions of higher learning. The Lincoln Career Center for Medicine and Health Advisory Committee, chaired by Dr. Donald Ramras, deputy director, Department of Public Health Services, meets once a month at Lincoln High School. Community, district and parent representatives have communicated their support of the school program. The Lincoln High School Booster Club, representing staff, parents and community members, has served the school well for the past ten years. Members of the School Advisory Council meet once a month, but also participate as active community members and, for the most part, hold membership in the Booster Club.

During the initial workshops held in July 1979, Project Lincoln Advisory

Committee members were selected by their peers to represent them on the committee. Committee membership includes two teachers, one counselor, one classified, three students, three parents and an administrator under the chairmanship of the regional director. The group continues to meet once a month, and each participant serves as a liaison from his/her representative group, sharing concerns and information.

SITE EDUCATIONAL PLAN

In preparation for the school year 1981-82, the Lincoln staff has submitted as its goals for the year, the following:

1. To develop new instructional strategies in the basic skills program in order to improve achievement at the stipulated 1985 level.
2. To further integration efforts by balancing the student population.
3. To continue communication with the homes in support of a homework program that would strengthen student performance in the basic skills.
4. To continue improving the attendance program by decreasing apportioned and non-apportioned student absences.
5. To continue to maintain positive student attitude and overall good school discipline.

Several of the attachments to this report reflect these goals and propose objectives and activities for carrying them out. (Attachment A)

PROJECT LINCOLN PLANNING ORGANIZATION

The achievement goals for all Lincoln students to a great extent govern the direction and strategies to be undertaken in the instructional program. Involvement and participation are important to the process that Project Lincoln has employed toward meeting its goals. The Project Lincoln Committee itself reflects the total school population through a membership selected by peer groups.

Lincoln High School is one of the eight schools in Project Achievement. Each school has designed its own program to expressly strengthen community/school relationships. A number of workshops and general sessions have been planned to bring parents and staff and students together in ways similar to those initiated by Project Lincoln during the past three summers. Each of the eight schools is represented on a district planning committee and is supported by district resource staff.

District support to Project Lincoln has been strengthened through a well-defined

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structure that facilitates direct lines of communication and contact within the immediate and extended Lincoln High School communities, including staff, students, parents and representative community organizations and agencies. Through this structure, assistance in the form of budget allocations, inservicing, curriculum development, materials preparation and other district resource support from Secondary Schools, Community Relations, Curriculum and Programs, and Student Services divisions, will be channeled through Project Lincoln staff and the committee. The committee members serve as direct links to each of their peer groups. This structure provides for eliciting concerns, interests and strategies for implementation, and allows for immediate feedback and action.

BUDGET

All programs at Lincoln High School will be directed in support of the Site Educational Plan and Project Lincoln. Many of the individual programs are financed by specialized funds. Programs such as ESEA, Title I, ESAA, VEA, integration, attendance and others have supporting budgets in place. An analysis will be done of the school goals, the goals and objectives of the special programs and their corresponding budgets, to determine their consistency with program and budget needs of Project Lincoln.

It is anticipated that supplementary funding would be determined then for Project Lincoln for such items as extended day and year staffing, San Diego State University Writing Project support, curriculum development needs, inservice activities and appropriate materials and equipment.

This supportive budget will be developed in the very near future as an amendment to the integration program for Project Lincoln and will not exceed \$150,000.

CONCLUSION

Project Lincoln is entering its third year. A number of original objectives for the program have either been met or significant progress has been made. For other objectives, it can be said that a firm foundation, an apparent "readiness," has been established. Most of the "visibles" have been accomplished. A reassuring stability of site has evolved. The purpose and direction for Project Lincoln have been accepted. Commitment from parents and community has been solicited and received with anticipation and expectations for success.

The school is prepared to direct attention in 1981-82 to the goals established for the instructional program as follows:

1. Extend the instructional day and year to increase time available for basic education instruction.
2. Require all students to receive additional instruction in reading, writing, spelling and math at each grade level, 9 through 12.

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3. Plan and pilot (1981-82) and implement (1982-83) the 9th- and 10th-grade Achievement Goals Program.
4. Modify present site management organization to support Project Lincoln's goals, 1981-82.

MR:bb

Attachments

Title: PROJECT LINCOLN - PRIDE IN EXCELLENCE

Location: Lincoln High School

Grade Level: 9-12

Participants: All Lincoln High School students

Description: Project Lincoln is specifically designed to meet the individual educational needs of every Lincoln High School student. Results from several assessments including 1979, 1980, and 1981 surveys of the total school program, categorical program reports, and accreditation study and recommendations are used as the basis for the program originally designed for 1979-80. Administrators, teachers, counselors, paraprofessionals, and other staff members work together with students, parents, and community to design programs and methods to meet individual student needs, interests, and talents. All students are helped to improve their basic skills competencies, develop their individual career plans, and participate in work experience and/or college preparatory activities commensurate with their personal goals and aspirations.

Through summer workshops, programs to help students develop pride in themselves and their school were developed and implemented during the school year. Parents and community members were actively involved in these summer sessions. Specialized programs with employers, community agencies, and local universities have been developed to increase the educational options available to Lincoln students. A broad variety of programs and services will be coordinated in order to assure a student-oriented program of academic excellence.

Students assist in program planning to enhance their decision-making skills and their capabilities to assume responsibility for their school and the quality of its educational program.

Program Organization: Successful implementation of the proposed program is largely dependent upon a broad-based level of educational leadership that incorporates the combined efforts and involvement of administrators, teachers, counselors, paraprofessionals, other staff members, students, their parents, and community members. Through the 1981 needs assessment, a number of student needs, teacher concerns, and staff recommendations have been identified that serve as the basis for determining the objectives and the appropriate methods and strategies to implement the program. The Site Educational Plan serves as the composite for this total school project.

The primary focus of the project is to increase student awareness of the value of education: in essence, the development of a pride

PROJECT LINCOLN - PRIDE IN EXCELLENCE

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Program of excellence in the attainment of personal and academic goals.
Organization: Major program components for 1981-82 include:
(Continued)

1. All students will be scheduled for a six-period day in a required English class based on the new district language arts program which includes literature, writing, spelling and oral communication; a math program; and, a required program including writing, reading, study skills and competencies.
2. Reading and Writing Across the Curriculum will continue as a major instructional practice in all departments.
3. The writing class presently offered in conjunction with San Diego State University to 11th- and 12th-grade students will be expanded.
4. Students will have the opportunity to attend classes on an extended-day or extended-year basis, permitting them to enroll in additional electives, enrichment or tutorial programs.
5. In addition to the counseling/guidance services for students, a certificated staff advisory/advocate program for all students will be implemented during the year.
6. Every student will receive career planning and development instruction and support, and each will have a career plan as the basis for planning academic and vocational courses and college programs.
7. Students in both the regular program and the Career Center for Medicine and Health will be able to enroll in college courses offered on the Lincoln site.
8. Planning and piloting of Career Center programs to establish Lincoln High School as a full magnet program in 1982-83 will continue.

SITE EDUCATIONAL PLAN

ABRAHAM LINCOLN SENIOR HIGH SCHOOL

1981-82

DESCRIPTION OF SCHOOL:

Abraham Lincoln Senior High School serves most of the southeastern area of San Diego, bounded by Federal Boulevard on the north, 53rd Street on the east, 35th Street on the west, and Division Street on the south.

The socio-economic level ranges from the professional and semi-professional to the skilled and unskilled tradesmen, with families in the average income bracket to families on welfare.

The Lincoln School community is 84% Black, 13% Hispanic, and 2% Asian (Samoan, Guamanian, and Filipino.) Lincoln High School is one of the twenty-three (23) racially isolated schools as identified by Judge Lewis Welsh.

Within walking distance of the school there exists a library, Y.M.C.A., medical clinic, numerous churches, and several parks.

The student population is approximately 900 students, 99% of whom are minority students. The mobility index (49.6) has fallen sharply in the past year to only slightly above the district index.

The school is involved in a number of categorically funded programs, the major one being Title I. Title I of the Elementary and Secondary Education Act (ESEA) is the largest federal aid to the educational program. It is intended to provide to the school services and resources additional to the basic district instructional and support program. These resources might include hiring classroom aides to assist teachers, providing needed instructional materials, or field trips, dental screening, and the like. All of the efforts of Title I are directed to specific, individual children who are identified as project participants on the basis of greatest educational need.

SCHOOL PHILOSOPHY:

Abraham Lincoln Senior High School has the responsibility of providing the best possible education for its students. In so doing the school attempts to impart the knowledge, skills, and attitudes needed for citizenship in a free society and for personal, social, and vocational competency. The school also serves as a means of transmitting the great American heritage to each generation. Finally, we must do our best to inspire in young people a desire to achieve excellence in whatever they attempt. We hope that the staff, both certificated and classified, will dedicate itself to being responsible for the students achieving in the basic skills, passing competency tests, and working up to their potential at all times.

NEEDS: *(List in priority order)*

1. To continue to improve student attendance.
2. To provide the means for all students to demonstrate proficiency on competency assessment instruments.
3. To increase student improvement in basic skills to meet the stipulated goals for 1985.
4. To improve student test scores to meet the stipulated goals for 1985.
5. To continue to maintain positive student attitude and overall good school discipline.

MAJOR GOALS FOR SCHOOL YEAR 1981-82:

- A. To continue improving the attendance program to decrease apportioned and non-apportioned student absences by twenty-five percent (25%).
- B. To develop new instructional strategies in the basic skills programs in order to improve student achievement at stipulated 1985 level.
- C. To further integration efforts to balance student population.
- D. To continue communications with the home in support of a homework program that will strengthen student performance in basic skills.
- E. To continue to maintain positive student attitude and overall good school discipline.

FORM A

PLAN COMPONENTS: *(List as many components as you have at your school. "Component" is used here to name each distinct plan or project.)*

1. Alternative School Program
2. Attendance Program
3. Basic Skills
4. Bilingual Education Program
5. Career Center for Medicine and Health
6. Career Education
7. Community Outreach Program
8. Community Schools Recreation Program
9. Gifted Program
10. Guidance Program
11. High School Diploma Program
12. Lunch Program
13. M.E.S.A.
14. Oral Communication Program
15. Project Lincoln
16. Project Student Concern
17. Race/Human Relations Program
18. Reading Across Curriculum
19. Reading is Fundamental
20. San Diego State Writing Program
21. Silent Reading Program (SRP)
22. Special Education Program
23. Student Exchange Program
24. Title I (ESEA, PROJECT STEP)
25. Vocational Education Program
26. Writing Across the Curriculum

EVALUATION PLAN:

Programs will be evaluated continuously by staff and periodically by outside evaluators.

PREPARED BY:

Shirley Peterson/John Capustian (by PCC)

PRINCIPAL'S SIGNATURE:

Payton C. Cook

DATE:

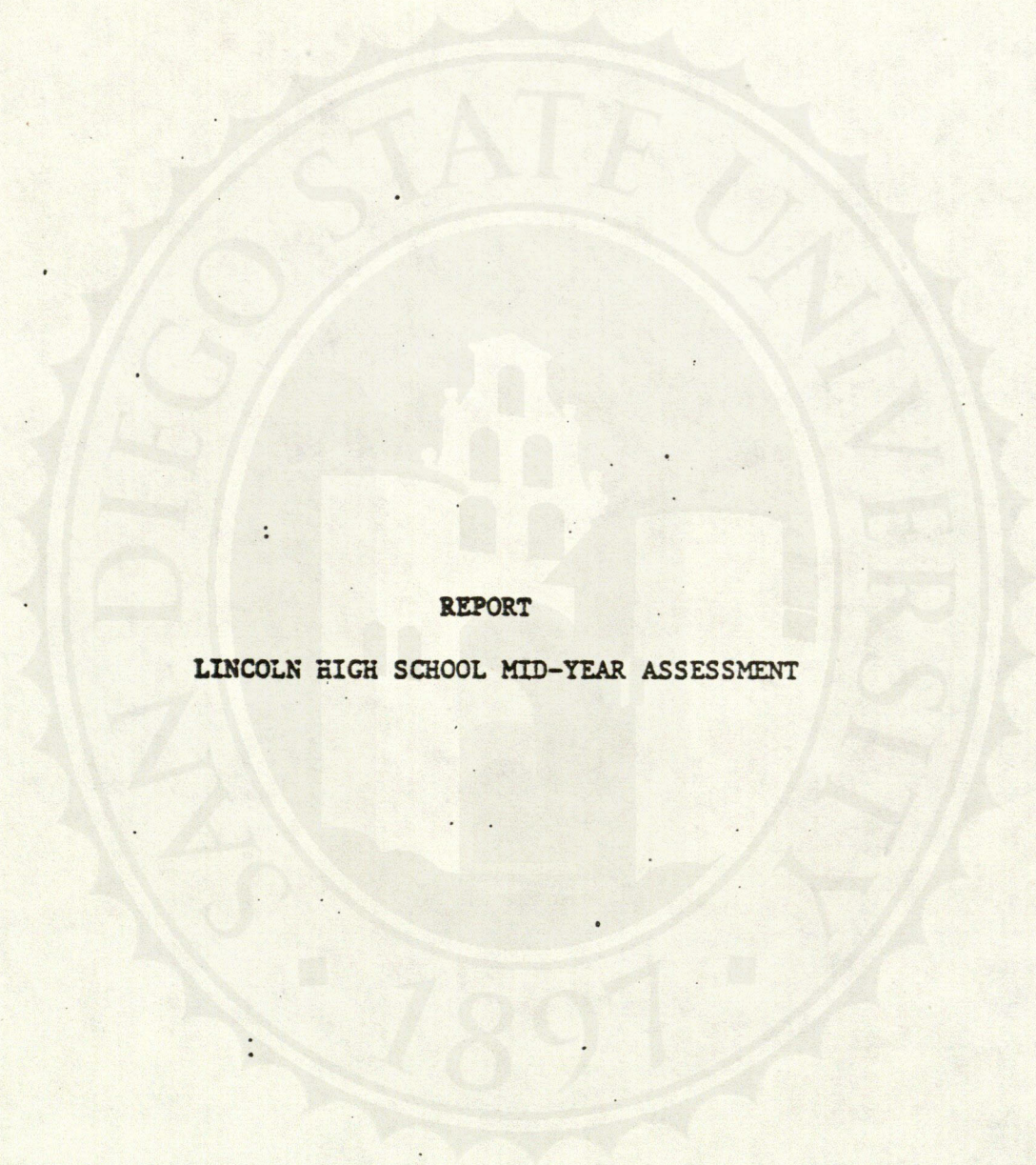
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AREAS/COMPONENTS CROSS REFERENCE FORM

COMPONENTS

AREAS OF EMPHASIS:

AREAS OF EMPHASIS:		Alternative School Program	Attendance Program	Basic Skills	Bilingual Education Program	Career Center for Medicine & Health	Career Education	Community Outreach Program	Community Schools Recreation	Gifted Program	Guidance Program	High School Diploma Program	Lunch Program	M.E.S.A.	Oral Communication Program	Project Lincoln	Project Student Concern	Race/Human Relations Program	Reading Across Curriculum	Reading is Fundamental	San Diego State Writing Program	Silent Reading Program	Special Education Program	Student Exchange Program	Title I (ESEA, Project Step)	Vocational Education Program	Writing Across the Curriculum
Attendance		x	x	x	x		x	x		x	x	x	x		x	x	x	x			x	x		x	x	x	
Instruction		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Integration			x		x	x	x		x	x			x	x	x	x	x	x		x		x	x	x	x	x	
School/Community Relations		x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x	x	
Discipline		x	x	x	x		x	x		x	x				x	x	x	x			x	x		x	x	x	



REPORT

LINCOLN HIGH SCHOOL MID-YEAR ASSESSMENT

February 1981

SAN DIEGO CITY SCHOOLS
Secondary Schools Division

LINCOLN HIGH SCHOOL MID-YEAR ASSESSMENT

INTRODUCTION

The following pages contain a summary of results from the Lincoln High School Mid-Year Assessment (Appendix I). The survey was conducted with parents on February 17, 1981, during the SAC meeting; with the certificated staff during preparation period faculty meetings on February 18; with the classified staff on the same day; and, with students during third period classes on February 19. There were, in total, 217 respondents. A breakdown of participants is found in Appendix II.

The survey called for reactions to 20 questions on a scale of 5 to 1, with 5 being the highest possible rating, and one open-ended question, number 21. All responses to the latter question have been included in this report except for those making personal references.

Individual group results, e.g., students and classified, give the number and percentage of those responding to each question. In addition, there is a summary of all responses to each question and the percentage of the total responding.

The report contains two additional sections: Summary and Conclusions and Recommendations, for consideration by the site for continued planning and implementation.

The Project Lincoln staff and the committee would like to thank all participants for their support in carrying out this assessment. The cooperative spirit and willingness with which each respondent undertook the task is much appreciated and again reflects the support and interest of the total Lincoln High School community.

Project Lincoln Staff


Regional Director

NUMBER AND PERCENTAGE OF RESPONSES
FOR EACH SURVEY QUESTION

	(Going Well)						(Unsatisfactory)						Total Responses
	5		4		3		2		1				
1. Project Lincoln is	76	37%	72	35%	49	24%	6	3%	2	1%	205		
2. Center for Medicine and Health is	63	35%	63	35%	38	21%	12	7%	5	3%	181		
3. Exchange Programs with Henry and Clairemont are	41	23%	61	34%	58	33%	12	7%	5	3%	177		
4. Project Student Concern (Attendance Project) is	19	10%	59	32%	63	34%	28	15%	16	9%	185		
5. Alternative Program is	35	21%	53	32%	57	34%	16	10%	7	4%	168		
6. High School Diploma Program is	42	26%	62	39%	39	24%	11	7%	6	4%	160		
7. Reading is Fundamental (RIF) is	50	26%	56	29%	54	28%	19	10%	12	6%	191		
8. Sustained Silent Reading (SSR) is	25	13%	32	16%	60	31%	42	22%	35	18%	194		
9. ESEA Title 1 support is	30	20%	47	31%	50	33%	19	13%	4	3%	150		
10. Race/Human Relations Program is	41	21%	55	29%	52	27%	32	17%	11	6%	191		

NUMBER AND PERCENTAGE OF RESPONSES
FOR EACH SURVEY QUESTION

	(Going Well)				(Unsatisfactory)						
	5		4		3		2		1		
											Total Responses
11. Counseling & Guidance Program is	53	27%	61	31%	49	25%	19	10%	12	6%	194
12. Bilingual Program is	17	11%	44	30%	54	36%	24	16%	9	6%	148
13. College Writing Classes working with S.D.S.U. are	73	46%	49	31%	24	15%	9	6%	2	1%	157
14. Basic Skills (including reading, math, labs, etc.)	46	25%	75	41%	56	31%	11	6%	3	2%	181
15. General Instruction (not included in #14 above) is	18	11%	59	35%	68	40%	18	11%	5	3%	168
16. Student Activities are	48	24%	70	35%	52	26%	14	7%	16	8%	200
17. General Discipline is	16	8%	69	34%	72	35%	28	14%	20	10%	205
18. School Climate is	32	16%	77	38%	62	31%	21	10%	10	5%	202
19. Facilities are	35	17%	62	30%	68	33%	22	11%	17	8%	204
20. Administration is	38	19%	54	27%	75	38%	18	9%	15	7%	200

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1. Project Lincoln is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	32	31%	30	29%	33	32%	5	5%	2	2%
Parents	5	33%	7	47%	3	20%	0	0%	0	0%
Classified	10	48%	8	38%	3	14%	0	0%	0	0%
Counselors	3	43%	3	43%	1	14%	0	0%	0	0%
Teachers	22	40%	23	42%	9	16%	1	2%	0	0%
Administrators	4	80%	1	20%	0	0%	0	0%	0	0%

2. Center for Medicine and Health is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	35	35%	29	29%	20	20%	11	11%	5	5%
Parents	4	27%	5	33%	6	40%	0	0%	0	0%
Classified	7	33%	7	33%	7	33%	0	0%	0	0%
Counselors	1	14%	5	72%	1	14%	0	0%	0	0%
Teachers	14	42%	14	42%	4	12%	1	3%	0	0%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

3. Exchange Programs with Henry and Clairemont are	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	33	34%	28	29%	25	26%	8	8%	2	2%
Parents	2	15%	3	23%	6	46%	2	15%	0	0%
Classified	0	0%	5	33%	10	67%	0	0%	0	0%
Counselors	0	0%	2	28%	4	57%	0	0%	1	14%
Teachers	6	15%	20	49%	11	27%	2	5%	2	5%
Administrators	0	0%	3	60%	2	40%	0	0%	0	0%

4. Project Student Concern (Attendance Project) is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	12	13%	24	26%	34	37%	12	13%	11	12%
Parents	1	11%	1	11%	7	78%	0	0%	0	0%
Classified	1	7%	3	20%	6	40%	5	33%	0	0%
Counselors	0	0%	3	43%	4	57%	0	0%	0	0%
Teachers	5	11%	13	28%	12	26%	11	24%	5	11%
Administrators	0	0%	5	100%	0	0%	0	0%	0	0%

5. Alternative Program is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	15	18%	25	30%	31	37%	7	8%	6	7%
Parents	2	17%	2	17%	5	42%	3	25%	0	0%
Classified	3	15%	6	30%	10	50%	1	5%	0	0%
Counselors	2	28%	4	57%	0	0%	0	0%	1	14%
Teachers	11	28%	14	35%	10	25%	5	13%	0	0%
Administrators	2	40%	2	40%	1	20%	0	0%	0	0%

6. High School Diploma Program is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	23	26%	37	41%	18	20%	7	8%	5	6%
Parents	2	15%	6	46%	4	31%	0	0%	1	8%
Classified	5	29%	7	41%	4	24%	1	6%	0	0%
Counselors	1	17%	3	50%	1	17%	1	17%	0	0%
Teachers	8	28%	8	28%	11	38%	2	7%	0	0%
Administrators	3	60%	1	20%	1	20%	0	0%	0	0%

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7. Reading is Fundamental (RIF) is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	39	36%	25	23%	28	26%	8	7%	8	7%
Parents	3	33%	2	22%	4	44%	0	0%	0	0%
Classified	1	6%	7	41%	7	41%	1	6%	1	6%
Counselors	1	17%	1	17%	3	50%	1	17%	0	0%
Teachers	6	13%	18	38%	11	23%	9	19%	3	6%
Administrators	0	0%	4	80%	1	20%	0	0%	0	0%

8. Sustained Silent Reading (SSR) is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	22	21%	18	18%	24	23%	19	18%	20	19%
Parents	0	0%	1	13%	5	63%	2	25%	0	0%
Classified	2	12%	3	19%	7	44%	2	12%	2	12%
Counselors	1	14%	0	0%	3	43%	1	14%	2	28%
Teachers	0	0%	9	16%	18	33%	17	31%	11	20%
Administrators	0	0%	1	20%	3	60%	1	20%	0	0%

9. ESEA Title 1 support is	Very Helpful						Unsatisfactory			
	5		4		3		2		1	
Students	9	13%	15	22%	28	41%	12	18%	4	6%
Parents	3	23%	3	23%	7	54%	0	0%	0	0%
Classified	1	7%	6	40%	7	47%	1	7%	0	0%
Counselors	2	28%	5	72%	0	0%	0	0%	0	0%
Teachers	13	31%	15	36%	8	19%	6	14%	0	0%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

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10. Race/Human Relations Program is	Very Helpful						Unsatisfactory			
	5		4		3		2		1	
Students	32	35%	27	29%	19	21%	10	11%	4	4%
Parents	2	14%	3	21%	5	36%	3	21%	1	7%
Classified	1	6%	3	17%	8	44%	4	22%	2	11%
Counselors	1	14%	2	28%	2	28%	2	28%	0	0%
Teachers	4	7%	17	31%	18	33%	12	22%	4	7%
Administrators	1	20%	3	60%	0	0%	1	20%	0	0%

11. Counseling & Guidance Program is	Very Helpful						Unsatisfactory			
	5		4		3		2		1	
Students	32	32%	25	25%	26	26%	8	8%	10	10%
Parents	6	40%	5	33%	4	27%	0	0%	0	0%
Classified	4	20%	7	35%	5	25%	3	15%	1	5%
Counselors	4	57%	3	43%	0	0%	0	0%	0	0%
Teachers	7	15%	18	39%	13	28%	7	15%	1	2%
Administrators	0	0%	3	60%	1	20%	1	20%	0	0%

12. Bilingual Program is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	6	9%	23	32%	25	35%	12	17%	5	7%
Parents	3	21%	2	14%	5	36%	4	29%	0	0%
Classified	2	12%	3	19%	6	38%	3	19%	2	12%
Counselors	1	14%	2	28%	4	57%	0	0%	0	0%
Teachers	5	14%	12	34%	11	31%	5	14%	2	6%
Administrators	0	0%	2	40%	3	60%	0	0%	0	0%

13. College Writing Classes working with S.D.S.U. are	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	34	43%	26	33%	14	18%	4	5%	2	2%
Parents	5	42%	2	17%	4	33%	1	8%	0	0%
Classified	4	27%	4	27%	4	27%	3	20%	0	0%
Counselors	4	67%	2	33%	0	0%	0	0%	0	0%
Teachers	21	54%	15	39%	2	5%	1	3%	0	0%
Administrators	5	100%	0	0%	0	0%	0	0%	0	0%

14. Basic Skills (including reading, math, labs, etc.) are	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	35	35%	34	34%	25	25%	2	2%	3	3%
Parents	2	12%	4	24%	7	41%	4	24%	0	0%
Classified	1	6%	4	22%	11	61%	2	11%	0	0%
Counselors	2	28%	4	57%	1	14%	0	0%	0	0%
Teachers	6	13%	24	53%	12	27%	3	7%	0	0%
Administrators	0	0%	5	100%	0	0%	0	0%	0	0%

15. General Instruction (not included in #14 above) is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	12	15%	25	31%	30	37%	9	11%	5	6%
Parents	1	8%	4	31%	6	46%	2	15%	0	0%
Classified	0	0%	3	19%	10	63%	3	19%	0	0%
Counselors	1	14%	4	57%	0	0%	2	28%	0	0%
Teachers	4	9%	21	46%	19	41%	2	4%	0	0%
Administrators	0	0%	2	40%	3	60%	0	0%	0	0%

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16. Student Activities are	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	33	32%	25	25%	20	20%	10	10%	14	13%
Parents	2	13%	8	53%	5	33%	0	0%	0	0%
Classified	4	18%	9	41%	7	32%	2	9%	0	0%
Counselors	2	28%	4	57%	1	14%	0	0%	0	0%
Teachers	4	8%	23	47%	18	37%	2	4%	2	4%
Administrators	3	60%	1	20%	1	20%	0	0%	0	0%

17. General Discipline is	Going Well						Unsatisfactory			
	5		4		3		2		1	
Students	8	8%	33	33%	32	32%	14	14%	13	13%
Parents	1	6%	3	19%	8	50%	3	19%	1	6%
Classified	0	0%	8	40%	6	30%	3	15%	3	15%
Counselors	1	14%	1	14%	3	43%	0	0%	2	28%
Teachers	3	6%	23	42%	20	36%	8	15%	1	2%
Administrators	3	60%	1	20%	1	20%	0	0%	0	0%

18. School Climate is	Very Positive						Poor			
	5		4		3		2		1	
Students	18	18%	32	32%	30	30%	11	11%	9	9%
Parents	2	14%	3	21%	9	64%	0	0%	0	0%
Classified	6	29%	5	24%	7	33%	3	14%	0	0%
Counselors	2	28%	5	72%	0	0%	0	0%	0	0%
Teachers	3	6%	29	53%	15	27%	7	13%	1	2%
Administrators	1	20%	3	60%	1	20%	0	0%	0	0%

19. Facilities are	Very Good				Unsatisfactory					
	5		4		3		2		1	
Students	19	19%	19	19%	36	36%	13	13%	14	14%
Parents	2	13%	6	37%	6	37%	2	13%	0	0%
Classified	4	19%	7	33%	6	29%	3	14%	1	5%
Counselors	2	28%	0	0%	4	57%	1	14%	0	0%
Teachers	6	11%	27	50%	16	30%	3	6%	2	4%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

20. Administration is	Doing Well						Unsatisfactory			
	5		4		3		2		1	
Students	19	20%	23	24%	41	42%	4	4%	10	10%
Parents	3	19%	5	31%	4	25%	4	25%	0	0%
Classified	8	40%	4	20%	5	25%	3	15%	0	0%
Counselors	1	14%	3	43%	0	0%	2	28%	1	14%
Teachers	5	9%	16	29%	25	46%	5	9%	4	7%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

21. I should like to add the following observations:

Students

"I think that most of these programs should be more active around school."

"Race human relations is trying to force something upon us and it isn't constructive
School spirit is very low, administration is scared something negative will happen
so they don't let us have any activities."

"Some students know about these different programs, but why don't you guys try a
method of letting everyone know what the programs are and what they do. Try pam-
phlets or paper packets."

21. Students (cont'd)

"Students won't read during USSR if teachers don't and bells don't ring. I never see race/human relations team doing anything. Principal has too many meetings not in school enough. Need a college counselor. Better trained hall security."

"The student activities is not that good."

"We should have more prep band performances."

"We need more books to read and more help in English. More discipline to the students. Not enough labs on English, math, etc."

"Not enough free reading books - reference question 7."

"Going Well did not apply to reading - reference question 14."

"Clean toilets."

"We need more activities like trips, like skating and dances in the gym."

"The race human relations are trying to do well, but there isn't a base of White/Black--We should get a better magnet program. _____ shouldn't be so hard on the field trips for good students."

"School climate needs to get harder - reference question 18."

"Facilities are Unsatisfactory because of the students - reference question 19."

"There should be more instructions in the classroom."

"Lincoln is improving 100%."

"The administration is giving us bad reputation without trying to with too much wrong discipline. Think about it please!!!"

"Some teachers are very helpful. Some just don't give a _____ about the students. The counselors are very, very helpful."

"We need to have a motorcross team or 3 wheeler team, and head out to the races at South Bay. And get the racers edge."

"Lincoln is not a very good school to go to."

"Project Lincoln is live."

"School climate is poor compared to Patrick Henry."

"The school grounds are kept very neat."

"Number 3. I feel that we should be able to mix with all the exchange students."

"I think that we the students should have more activities like dances, trips, etc."

February 23, 1981

21. Parents

"I didn't give high marks to some programs because I feel they are doing good but improvement can always take place in most of them."

1. Project Lincoln would be more beneficial if they would stick to purpose.
2. The parking lot on the East side of the 100 bldg. is A okay.
3. Bleachers--Tennis Court.
4. Restroom okay--could stand a cleaner toilet and water fountain.

"The attendance office needs co-ordinating badly. Too many people not enough results."

Classified

"The following observations that I have at this time are:

1. More community involvement.
2. Contacts with more outreach programs within the area.
3. More administration and staff contact; time to talk about the student's problem."

"I feel the classified should be informed more on the different programs and how they are going or rather progressing."

"Basically we know of all these programs, but we are not informed as to actually what is happening and how each is progressing. According to newspapers, programs are going good in some and not so good in others."

"I think too much emphasis is placed on sports--not enough on basic skills."

"Not enough information given to new personnel."

"I would like to point out a few improvements:

1. Parking lot east of Bldg. 100.
2. Tennis court.
3. Bleachers on the football field.
4. Restrooms on lower field."

"On number 3, I feel the exchange is for too short a time. On number 8, I, too, enjoy it. On number 16, I feel there is too much emphasis on sports--money and time. I'm not very familiar with the 'Alternative School Program' and the 'High School Diploma Program.'"

"A lot of the programs are familiar to me but their function is very unfamiliar to me. Would like to see their operation."

"Cultural exchange. National as well as international."

21. Counselors

"This is my 3rd year. Things look better in all areas. Each semester is an improvement over the last--I have a good feeling about the school."

"An outstanding presentation was given by Dr. Evans to the Health Center students. Lincoln is finally getting positive publicity for efforts being attempted here."

"The addition of Project Lincoln and its staff to Lincoln High School has made a world of difference in the environment here!

"Only seniors permitted to attend - reference question 6.

"Lincoln could not survive without Title I! - reference question 9.

"In the future more counseling is going to take place - reference question 11."

Teachers

"Tardy students are still too numerous and the tardy sweep seems to be ineffective. The school climate and student attitude seem better this year than in the past."

"Good progress is being made in many areas."

"Things seem to be going fairly well this year. The reading period is a waste of time and should be eliminated."

"Poor communication amongst teachers and counselors. Inefficient!"

"Project Lincoln has been very responsive to overall school needs and to the science department in particular. I feel that Lincoln should be elevated to a full magnet with efforts to convince the appropriate judicial and district officials. The overwhelming success of Gompers program can be used as evidence for the need of full magnet status."

"I feel the attendance area and Project Concern could be improved dramatically."

"Suggestion: Students coming or going to more than one campus should understand that the discipline program on any campus applies to any and all students on that campus when they are there."

"Much improved class/school/community climate thanks in part to Project Lincoln. I feel the need for an awareness on the staff's part of the many excellent activities taking place at Lincoln. Suggestion: Project Lincoln newsletter."

"Too many students out of class!"

"Alternative program is creating problems upon 're-entry.' Unless every class has a 'bilingual' equivalent in every language of the community, any attempted bilingual program will be unfair to the students--especially when research shows individualization to be inferior to direct group instruction."

21. Teachers (cont'd)

"We need more communication between staff members - reference question 18.

"They need to learn how to talk with staff members better - reference question 20.

"It has been frustrating so far. People (administration) tend not to appreciate the work and accomplishment. They are too concerned about petty things. Many staff members are requesting transfers."

"The number of teachers new to Lincoln has been minimal for this current school year, and staff morale seems to be at a high level. There is a need for more community involvement."

"Regarding the teacher profession with considerable years of teaching and due respect, we are (students, faculty, staff and the administrators who deserve more) hungry and desire a better and more capable administrative staff."

"I am a cluster sub and I have only been assigned for three weeks. Many of my students feel this (Sustained Silent Reading) is a twenty-minute talk period."

"Being on the committee, I don't know, so we should be informed of the assessment - reference questions 2, 3, 5, 6, 10 and 14."

"Students who should be in the medical course are not - reference question 2."

"Sustained Silent Reading is not going well. It is impossible to enforce the reading unless we are allowed to give or withhold credit. I would just as soon see the 15 minutes distributed among a) the currently short periods and b) a six-minute passing period."

"Lincoln looks different from the air."

"When the rooms are painted, have the walls sanded so the paint will not come off."

"Project Lincoln is mostly a waste of money. Many of the items mentioned above such as the administration, discipline, etc., are unrelated to Project Lincoln; or at least if Project Lincoln is involved, I don't know anything about it and can see no improvement."

Administrators

"It has been a good year so far."

- "1. There is a need for more community involvement.
2. The level of teacher morale is good.
3. The teacher turnover rate for the current school year was considerably reduced.
4. The appearance of facilities and grounds has been tremendously improved-- however, outside of buildings need painting."

"Lincoln High School is on the move in the right direction--upward mobility. Staff morale is high. Majority of the students have a positive attitude and are making efforts to work up to their potentialities. Project Lincoln has been most helpful in helping our school reach some of its objectives and goals. The Center for Medicine and Health is an added feature. We are looking forward to bigger and better programs in 1981/82."

SUMMARY AND CONCLUSIONS

The results of the survey indicate a general acceptance and positive assessment of the various instructional activities and programs at Lincoln Senior High School. It also is apparent that for most items, all respondent groups were in close agreement. Yet there are a few items reflecting an obvious divergence of opinion both within designated groups and between groups.

Items indicating strong approval, i.e., Going Well or Very Helpful within the 4 or 5 range, include Project Lincoln (#1) at 70% (although students were somewhat lower at 60%); Center for Medicine and Health (#2) at 60% and above; Alternative Program (#5); High School Diploma Program (#6), though fewer responded to this item; Counseling and Guidance (#11); College Writing Classes (#13) at 76% by students; and, Student Activities (#16).

Those programs assessed within the middle range of 3 were the Exchange Programs with Henry and Clairemont high schools (3)—with the students being significantly higher in their assessment; Project Student Concern (#4) with the teachers widely spread in their views; Reading is Fundamental (#7); Race Relations (#10) receiving high response but divergent opinion; and, Bilingual Education (#12) receiving better response than during the past two years, yet showing a wide spread of opinion. Within the same general area of acceptance were ESEA Title 1 (#9); Basic Skills (#14); General Instruction (#15); General Discipline (#16) with some divergence of opinion at both ends of the scale, as are School Climate (#18); Facilities (#19); and, Administration (#20).

The one item receiving high response but a strong negative reaction was Sustained Silent Reading (#8). However, there were a number of respondents who gave it a middle range mark of acceptance.

As might be expected, responses to open-ended #21 are varied, ranging from approval to concern and negative reaction. The majority of the comments address those topics included in the preceding twenty items, but significant areas that predominate are: communication, school climate and attendance.

RECOMMENDATIONS

Although the present survey is a shorter version of the previous two--February 1979 and February 1980--nonetheless, the results clearly reflect areas considered to be satisfactory or better and those needing attention. A prime example is that of Sustained Silent Reading (#8). Originally entitled Uninterrupted Sustained Silent Reading, this program received heavy but ambivalent response, i.e., 19% thought it was Going Well, 26% viewed it as OK, 27%, it Could Be Better and 14%, Unsatisfactory. Another 14% did not answer. It was recommended at that time that the overall value of the program and several related instructional programs, be reassessed to search out new or different strategies and approaches to better meet the needs, interests and abilities of the students. It appeared that the USSR as it was then operating was less than productive, and it was suggested that a new design might serve well the original purpose and provide new incentive. It seems that there are still problems with the program. It is recommended that a review be undertaken of the SSR

in the light of the present assessment as well as the introduction of the Achievement Goals Program with one of its major components being reading. It is further recommended that the staff review other major areas to determine what steps are needed to strengthen, redirect or modify to meet present needs of staff and students.

In addition to question 8, further consideration should be given to the following:

1. Increasing community involvement.
2. Continuing to improve lines of communication between groups at Lincoln High School.
3. Continuing to pay attention to providing students with information regarding all programs, especially those eliciting fewer responses in the survey, e.g., Title I, High School Diploma Program and Bilingual Education.
4. Recognizing that the publicity given to such programs as Project Lincoln, Center for Medicine and Health and the College Writing classes, needs to be further expanded to other programs, since on the survey, it appears that the more people know about a program, the higher the assessment.

. San Diego City Schools
ABRAHAM LINCOLN HIGH SCHOOL

APPENDIX I

Project Lincoln
Mid-Year Assessment

As a follow up to the needs assessments of the past two years, the Project Lincoln Committee and staff is again asking for your cooperation in assessing this year's programs. Students, parents, and the staff of Lincoln High School will be included in this survey.

Please circle one: student parent counselor classified teacher administrator

The Project Lincoln Committee would like to know how you feel about the following:
(If you are not familiar with a certain program, please leave that item blank.)

- | | | | | | |
|--|--------------|---|---|---|----------------|
| 1. Project Lincoln is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 2. Center for Medicine and Health is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 3. Exchange Programs with Henry and Clairemont are | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 4. Project Student Concern (Attendance Project) is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 5. Alternative Program is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 6. High School Diploma Program is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 7. Reading Is Fundamental (RIF) is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 8. Sustained Silent Reading (SSR) is | Going Well | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 9. ESEA Title I support is | Very Helpful | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |
| 10. Race/Human Relations Program is | Very Helpful | | | | Unsatisfactory |
| | 5 | 4 | 3 | 2 | 1 |

Project Lincoln
Mid-Year Assessment Continued

11. Counseling & Guidance Program is	Very Helpful				Unsatisfactory
	5	4	3	2	1

12. Bilingual Program is	Going Well				Unsatisfactory
	5	4	3	2	1

13. College Writing Classes working with S.D.S.U. are	Going Well				Unsatisfactory
	5	4	3	2	1

14. Basic Skills (including reading, math, labs, etc.) are	Going Well				Unsatisfactory
	5	4	3	2	1

15. General Instruction (not included in #14 above) is	Going Well				Unsatisfactory
	5	4	3	2	1

16. Student Activities are	Going Well				Unsatisfactory
	5	4	3	2	1

17. General Discipline is	Very Good				Unsatisfactory
	5	4	3	2	1

18. School Climate is	Very Positive				Poor
	5	4	3	2	1

19. Facilities are	Very Good				Unsatisfactory
	5	4	3	2	1

20. Administration is	Doing Well				Unsatisfactory
	5	4	3	2	1

21. I should like to add the following observations:

Respondents included:

Certificated Staff:

Administration	5	
Counselors	7	
Teachers	<u>59</u>	71

Classified Staff:	22
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(Including clerical and custodial)

Students:

(Representing all grades, ASB, senators, etc.)	108
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Parents:

TOTAL	<u>16</u> 217
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SAN DIEGO CITY SCHOOLS
Secondary Schools Division

PROJECT LINCOLN ACHIEVEMENT GOALS
Percent of Pupils Scoring at or above the Publisher's Median

Grade	<u>Reading</u>					<u>Language</u>					<u>Mathematics</u>				
	81 Baseline	82	83	84	85	81 Baseline	82	83	84	85	81 Baseline	82	83	84	85
9	8	19	29	40	50	14	23	32	41	50	27	33	39	44	50
10	9	19	30	40	50	12	22	31	41	50	19	27	35	42	50
11	15	24	33	41	50	16	25	33	42	50	16	25	33	42	50
12	18	26	34	42	50	19	27	35	42	50	19	27	35	42	50

81 - Represents actual percent of pupils scoring at or above the publisher's median in spring of 1981.

82 - 85 - Represents goals for the percent of pupils scoring at or above the publisher's median in the spring of 1981 - 1985.