

SAN DIEGO CITY SCHOOLS  
Secondary Schools Division

July 23, 1981

RESPONSE TO ANALYST'S REPORT,  
"LINCOLN HIGH SCHOOL REPORT, JULY 7, 1981"

RECOMMENDATION NO. 1: Develop Project Lincoln as a magnet program (presently a center) and begin a major recruitment campaign in majority schools for 9th grade enrollment into the magnet.

RESPONSE:

Present Status (1980-81)

Some clarification needs to be made between Project Lincoln and the Center for Medicine and Health.

Project Lincoln is a total school program and has been for the past two years. The major goal of the project is to improve the total program and climate of Lincoln High School. Project Lincoln serves as the "umbrella" for the other twenty-six programs (Reference: Form A, Site Educational Plan for Lincoln High School).

The Center for Medicine and Health is only one component of Project Lincoln. The center opened in 1979, offering six entry-level courses, and attracted an enrollment of 95 eleventh- and twelfth-grade students. Last year, in its second year of operation, 156 high school students and 39 adults were enrolled in 8 courses. The Center program is an entry-level program designed primarily for students planning immediate employment upon graduation.

Planned Action

The concept presently identified as Project Lincoln will be expanded to include the eight minority isolated secondary schools under the title of Project Achievement (Reference: Revisions to Secondary Schools Integration Programs, 1981-82, December 11, 1981, Page 17). Project Lincoln will continue to encourage student achievement and to foster pride in accomplishment through a variety of activities designed to support and enhance the basic and supportive curricular offerings. Project Lincoln will remain as the "umbrella" under which all programs at Lincoln will function.

The Center for Medicine and Health is one of the major integration components. More than 300 applications have been received for the fall of 1981 for about 20 courses. The curriculum will be expanded to meet the needs of a wide range of student abilities, interests, and career goals. To achieve this, a multifaceted curriculum is planned to meet student needs on three different levels (Reference: Lincoln Center for Medicine and Health, Board of Education Report, January 27, 1981). The Entry Level is already in place.

The Technical Level curriculum requiring additional specialized training prior to employment will be added in the fall of 1981. College Anatomy and Physiology



Response to Analyst's Report,  
"Lincoln High School Report, July 7, 1981"  
Page 2  
July 23, 1981

will be taught at Lincoln along with college English. The Nursing Mobility Program will begin at Grade 10 and require full-time enrollment.

The Preprofessional Level will be open for Grades 9-12 beginning in fall of 1982. The curriculum has been addressed by site staff, Education Center specialists, community and advisory groups. Facilities have been remodeled and equipment purchased to implement the program (Reference: Lincoln Center for Medicine and Health, Board of Education report, January 27, 1981; Lincoln Center for Medicine and Health Advisory Committee Minutes, October 1980, January, February, and March 1981; and Center for Medicine and Health: A Description of the Magnet Center Program at Lincoln High School, Publication II-B-81-3).

RECOMMENDATION NO. 2: Consolidate the approaches of the Reading Center (pull-out students) and expand the Study Skills Center (presently 40 students). Assist classroom teachers to help students to read their subject area textbooks at grade level by providing the assistance of the professors who have developed the Marston and Lakeside "Reading in the Content Area Program" (see Abstract of Program and newspaper report in Appendix A.)

RESPONSE:

Present Status (1980-81)

Lincoln High School has put a great deal of emphasis upon providing a variety of approaches to teaching the basic skills. Supportive and supplemental services are available through:

- Two Reading Centers, a Mathematics Lab, and a Study Skills Center.
- A classroom called the Alternative School set up and staffed by an English teacher and a mathematics teacher to work with students who could not function in the regular classroom setting. Students are assigned only after a conference was held with the student, parent, teacher, counselor, head counselor, district counselor and vice principal.
- A High School Diploma Program instituted so students can attend in the late afternoon and evening.
- Teachers available to give individualized help with competencies before and after school, as well as a community aide to give assistance at lunch.
- A writing project piloted by San Diego State University during two periods for students in Grades 11 and 12.



Response to Analyst's Report,  
"Lincoln High School Report, July 7, 1981"  
Page 3  
July 23, 1981

-Additional support for reading provided by distributing paperback books to all students through the Reading is Fundamental (RIF) program and the Sustained Silent Reading (SSR) program. The SSR program consists of setting aside 15 minutes each day when the entire school stops to read silently.

#### Planned Action

On the Needs Assessment, staff, students, and parents rated the Reading Centers, Mathematics Lab, Alternative School High School Diploma Program, RIF, and competencies instruction as showing progress and promise; therefore, these will remain next year (Reference: Lincoln Needs Assessment, 1981).

The San Diego State University Writing Project will be expanded to include increased number of eleventh- and twelfth-grade students. The Sustained Silent Reading program and the Study Skills Center programs are to be reviewed based on the low rating given by staff, students, and parents on the Needs Assessment.

The district has developed a new language arts curriculum in Grades 7-12 which will be implemented in Grades 9-12 at Lincoln High School. Major emphasis will include spelling, oral communication, and vocabulary. Planning and piloting of Achievement Goals Program (AGP) materials will take place at Grades 9 and 10. Extended-day and extended-year classes will be developed to help students who have not passed their competencies, have failed basic skills class, need additional tutorial assistance to make the transition from regular classes to advanced classes, need additional assistance to be successful in the Center for Medicine and Health, or need increased availability of elective subjects.

RECOMMENDATION NO 3: Where appropriate, utilize AGP reading and math materials already available as required. (Grade level materials 4-8 would probably be appropriate in many cases.)

#### RESPONSE:

##### Present Status (1980-81)

Currently reading and mathematics materials which are at the appropriate level for students are being used. A writing program was piloted in conjunction with San Diego State University in Grades 11 and 12.

##### Planned Action

Reading and Writing Across the Curriculum will be implemented in courses of all departments. The writing program will be expanded to include more students. At Grades 9 and 10, the planning and development calendar for AGP will be accelerated so that piloting can begin first semester. For Grades 11 and 12,



Response to Analyst's Report

"Lincoln High School Report, July 7, 1981"

Page 4

July 23, 1981

an interim approach for AGP in reading, mathematics, bilingual, and special education will be developed to include:

- Inservice on mastery learning techniques and strategies.
- Inservice on time-on-task and what it means to student's learning.
- Development of specific objectives.
- Development of positive self-concept among students on achievement.
- Minimization of interruptions and distractions in academic classes.

All students at Lincoln High School will enroll in an English class and all students will participate in a mathematics program. Students will continue in mathematics classes if they do not pass the competency assessment.

RECOMMENDATION NO. 4: Provide time to the faculty for meeting, planning, and for evaluating progress related to Items 2 and 3 above. Retain two of the declared "excess teaching positions" to provide substitute time for this inservice training and to develop outreach and public relations activities.

RESPONSE:

Present Status (1980-81)

Evaluation workshops have occurred the past two years immediately after school was out, for two weeks and one week, respectively, for all staff members on a voluntary basis. Planning workshops have also occurred one week prior to the opening of school each of the last two years. Students and parents have also been involved in the process. Workshops were held during the school year on topics such as competencies, standardized testing, Title I objectives in English and mathematics. Teachers were encouraged to attend conferences to upgrade their skills in their subject area. Cluster substitutes were assigned to cover classes while teachers received inservice. (Cluster substitutes are substitute teachers assigned to schools on a permanent basis to provide continuity of the site program since they are familiar with school, staff, and students.)

Planned Action

A preschool workshop will be held for the third year in a row to inservice teachers new to Lincoln High School as well as returning teachers. Workshops on AGP will be provided for key staff members. Inservice will be provided for language arts teachers on the new curriculum to be implemented in Grades 9-12. The language arts workshop will concentrate on oral language, spelling, and vocabulary. Workshops will also be provided for bilingual and special education teachers. Inservice is a continuing process and workshops will be provided throughout the year.



Response to Analyst's Report

"Lincoln High School Report, July 7, 1981"

Page 5

July 23, 1981

RECOMMENDATION NO. 5: Inservicing is important when more than 30 of the faculty members have been at the schools for three years or less.

RESPONSE:

Present Status (1980-81)

Preschool workshops have been held the past two years for teachers new to Lincoln High School. They are given a tour of Southeast San Diego. Also, the newly assigned teachers are given the opportunity to get acquainted with materials and resources available at Lincoln High School, to meet with department chairpersons, to meet some parents and community members, and generally become familiar with Lincoln High School prior to the regular reporting date.

The Race/Human Relations and Multicultural Education programs at Lincoln High School are developed by the staff and students for each peer group. Total involvement has been maintained.

Planned Action

Preschool workshops will continue under Project Lincoln. A workshop for teachers new to Lincoln High School will be held prior to the normal reporting date. Sessions will be held regarding classroom management, tips for success, the functions and services of support personnel as well as a tour of the Southeast community. Experienced teachers at Lincoln High School also will report early to participate in AGP, bilingual, language arts, special education, mathematics, mastery learning, and time-on-task workshops. Cluster substitutes will be involved in the workshops listed above.

Inservice workshops for Title I teachers and support personnel will be offered throughout the year. The same will be true for ESAA, bilingual, special education, and Center for Medicine and Health staff. A preschool workshop has been planned by the Race/Human Relations Committee to provide each staff member with materials to be used throughout the school year. Workshops will also be held so departments can develop activities to reach their objectives related to Reading and Writing Across the Curriculum.

RECOMMENDATION NO. 6: Build academic outreach activities from the parental enthusiasm growing out of the sports program.

RESPONSE:

Present Status (1980-81)

The School Advisory Council (SAC) (Attachment A) and the Booster Club (Attachment B) are action groups on the Lincoln High School campus. The major goals of the Booster Club are to improve the quality of Lincoln High School and to recognize



Response to Analyst's Report  
"Lincoln High School Report, July 7, 1981"  
Page 6  
July 23, 1981

student achievement both academically and athletically. The Booster Club sponsors quarterly sports awards banquets, Senior Awards Night, the Leadership Banquet, field trips, the Senior Prom and other student activities. Parents are very helpful for activities such as the distribution of RIF paperback books.

Parents as well as students and staff met during the summer of 1980 to develop brochures for the Opening of School, Attendance, Homework, Discipline and Student Behavior. The brochures are mailed to the homes of all students enrolled at Lincoln High School. As new students enrolled, parents are given a copy of each brochure.

A Community Relations person is assigned to Lincoln High School to build greater parental participation in school activities. Parents are included on the Project Lincoln Committee (Attachment C). The Center for Medicine and Health Advisory Committee (Attachment D) has members in the local business community as well as members from local colleges, universities, and government agencies.

#### Planned Action

Parents and students will be involved in preschool workshops under Project Lincoln. Parent and student involvement, particularly as it relates to student achievement, will be the focus of attention. Better and more timely communications with parents and community members will be made concerning school activities.

The minutes of Project Lincoln meetings will be published in a newsletter format with a wider distribution. To broaden contacts with the community, community aides (one of whom is Spanish-speaking) will be hired to work with parents and develop greater participation.

RECOMMENDATION NO. 7: Attack the absentee rate by special measures. Much of it is ingrained from junior high years and liaison with junior high schools would prove helpful.

#### RESPONSE:

##### Present Status (1980-81)

A special effort is being made at Lincoln High School to cut absenteeism in support of the district's effort to cut the absence rate: the computer is used to report daily attendance period by period, extra callers telephone during the day and evening hours, and persons are assigned to make home visits when phone contact cannot be made. A student concerns center was also maintained to monitor students' attendance period by period. Supervision aides



are employed to monitor tardiness and report habitually tardy students. An attendance brochure was developed at the school site and mailed to the home of each student. Nonapportioned (unexcused) absences were cut by over 30 percent during 1980-81 compared to 1979-80.

#### Planned Action

The activities which proved very successful during the past year will be maintained. These activities will include the computerized daily attendance reporting, evening phone callers, persons assigned to make home visits and supervision aides. The number of persons employed to carry out these activities will be maintained in order to continue efforts towards reducing student absenteeism.

RECOMMENDATION NO. 8: Enable college-bound Lincoln students to take advanced math and science and English courses at other schools if Lincoln does not have sufficient numbers to form these electives.

#### RESPONSE:

##### Present Status 1980-81

Math, Engineering, Science Achievement (MESA) was instituted on the Lincoln High School campus to try to motivate students to take as much science and mathematics as possible. A college preparation program was offered to students before school on a voluntary basis.

##### Planned Action

Students enrolled in the Center for Medicine and Health are being encouraged to enroll full time (at least four classes per day) at Lincoln High School. Sections of advanced courses such as physics, chemistry, biology, English, social studies, and mathematics will increase in enrollment along with regular sections of academic classes as students will need to meet prerequisites in order to pursue certain health, medical, and other careers. City College will offer its regular Human Anatomy and Physiology Course for college credit on the Lincoln High School campus and San Diego State University will offer English 100 for college credit in the fall of 1981. University of California, San Diego, will offer a medical lecture series for college credit in the fall of 1981. Community College will offer psychology for college credit in the fall of 1982. The College Preparation Course will be offered to students for credit. Transportation will be provided for students to take classes at Gompers Secondary School or Lincoln High School when one or the other does not have a sufficient number of students to form a class section. This is part of the Lincoln/Gompers concept and is monitored by the Lincoln/Gompers Steering Committee.



Response to Analyst's Report  
"Lincoln High School Report, July 7, 1981"  
Page 8  
July 23, 1981

RECOMMENDATION NO. 9: Involve more majority students in Lincoln's student race/human relations programs. Exchange programs might be helpful in providing such majority student contributors.

RESPONSE:

Present Status (1980-81)

About 50 majority students from Henry and Clairemont high schools have attended Lincoln High School on a two-hour basis for the past two years. In addition, about 50 majority students have been involved in the Center for Medicine and Health for the past year for only two hours per day. Students involved in Associated Student Body (ASB) leadership positions, song and cheerleading, sports, science fair, speech, and drama did participate in activities with students from other schools in exchanges, competitions, and visitations. Most of the majority students were on campus during the morning. However, most of the student activities occur at lunch, during the last period of the day, or after school.

Planned Action

Students enrolled in the Center for Medicine and Health will be enrolled on a full-time basis (at least four hours). They will participate in any student activities that occur on campus while they are in attendance. Late buses will be provided for students who wish to stay after school for activities. Increased efforts will be made to have Lincoln High School students participate in mathematics field days, speech and drama contests, music festivals, spelling bees, and art exhibits as well as to continue exchanges and visitations involving ASB, newspaper staff, yearbook staff, song and cheerleaders, and other groups which could profit from exchanges of this nature.

RECOMMENDATION NO. 10: Relate all possible courses more closely to the vocational needs of students. Community business people should be included in such deliberations.

RESPONSE:

Present Status (1980-81)

The Guidance Career Center is presently staffed by a teacher and an aide to provide students and staff with a greater knowledge of the world of work. Students are assessed, by means of the Career Planning Inventory (CPI), to provide information on their career goals and interests. The Guidance Career Center also acts as a job placement center for students.



Response to Analyst's Report

"Lincoln High School Report, July 7, 1981"

Page 9

July 23, 1981

The Center for Medicine and Health has recruited 40 volunteers from business and industry to serve on an advisory committee to make recommendations on curriculum, facilities, recruitment, supplies, equipment, and placement of students for field work experiences.

All departments are in the process of updating departmental objectives with emphasis being placed on basic skills. Listed below are the courses and departments which directly relate to occupational needs of students and are currently being offered at Lincoln High School:

Business Department

Typing  
Shorthand  
Marketing  
Accounting  
Business Careers

Industrial Arts Department

Occupational Woodworking  
Occupational Auto Mechanics  
Occupational Graphic Arts

Mathematics Department

Career Mathematics  
Consumer Mathematics

Consumer and Family Studies Department

Parenting  
Infant Development

Center for Medicine and Health

Veterinary Education  
Dental Education  
Biomedical Lab Aide  
Emergency Medical Technician  
and Paramedic Science  
Exercise Technician  
Medical Unit Clerk  
Nursing Assistant  
Introduction to Health and Medicine

Art Department

Commercial Art  
Drawing and Painting  
Color and Design  
Crafts

English Department

Journalist  
Drama  
Public Speaking

Planned Action

Department staff will finalize their five-year departmental plans and continue to offer the occupational courses listed above in Present Status. The Career Center Advisory Committee will be looking at how the comprehensive curriculum at Lincoln High School meshes with the curriculum being developed for the Center for Medicine and Health.



Response to Analyst's Report  
"Lincoln High School Report, July 7, 1981"  
Page 10  
July 23, 1981

Courses which will be added for the Center for Medicine and Health in the fall of 1981 are as follows:

Introduction to Medical Science  
Computer Science in Medicine  
Medical Terminology  
World and Medical History  
Medical Biology  
Medical Chemistry  
Medical Physics

Medical Applications for Nurses  
Medical Practicum  
Human Anatomy and Physiology  
(college credit)  
Freshman English (college credit)  
Medical Lecture Series  
(college credit)  
Psychology (college credit)

In the fall of 1982, the Center for Medicine and Health will add Computer Applications in Medicine, Honors Biology, Honors Physics, Honors Chemistry, Research Internship and Calculus (college credit).

The Guidance Career Center will take on more responsibility as a learning center, giving support to mastery of the competencies, identifying vocational needs of students and acting as a job placement center.

RECOMMENDATION NO. 11: Provide programs for the development of positive student self-concept related to academic achievement. Role playing and EOC Activities may be helpful in this respect.

RESPONSE:

Present Status (1980-81)

Project Lincoln has laid the groundwork for progress in student achievement. The general improvement of the physical plant, in appearance and utility as well as supplies and equipment, has helped to develop a positive environment for students and staff.

- Names of the students who make the honor roll each quarter appear in a display case in the main hall.
- The yearbook class maintains two showcases with up-to-date pictures of student activities.
- The school newspaper prints articles involving all aspects of life at Lincoln High School including Science Fair Participation, Speech Contest results, students who have passed all their competencies, Exchange Programs, Center for Medicine and Health, San Diego State University Writing Project and the Media Center which includes the library.
- The Multicultural Committee has attempted to assist students in developing a positive self image through assemblies, fairs, speakers,



Response to Analyst's Report.

"Lincoln High School Report, July 7, 1981"

Page 11.

July 23, 1981

lunchtime activities, displays in the hall showcases and bulletin notices.

-The school bulletin publishes the names of students who win scholarships, gain college acceptance, place in writing contests, speech contests or science fairs.

Planned Action

Project Lincoln's major emphasis will be on the academic achievement of students. Achievement Goals Program materials are being planned and piloted with emphasis on infusing the idea of mastery learning in the minds of staff and students. Mastery learning incorporates the idea that all students can learn and can learn well. An increased effort will be made to recognize student achievement through awards assemblies, the school newspaper, city newspapers, science clubs, churches and community organizations.

RECOMMENDATION NO. 12: Study the motivation techniques utilized at the Muir Alternative School to see if some of these strategies could be helpful at Lincoln.

RESPONSE:

Present Status (1980-81)

Head counselor and vice principal meet with small groups of students to discuss standardized testing and how the scores reflect on the school as a whole. Staff members distribute courtesy cards which were developed to reward students whenever it seemed appropriate. These courtesy cards can be used to get into dances, assemblies and other extracurricular student activities.

Planned Action

Strategies at other schools will be reviewed to see if they can be incorporated into the Lincoln High School site plan.

RECOMMENDATION NO. 13: Approach local universities with teacher preparation programs at the secondary level to treat Lincoln as a laboratory school. Student teachers could work with small groups and support individual tutoring programs in basic subjects.



Response to Analyst's Report  
"Lincoln High School Report, July 7, 1981"  
Page 12  
July 23, 1981

RESPONSE:

Present Status (1980-81)

Lincoln High School has had close ties and has been in good communication with teacher preparation programs. Built into the Center for Medicine and Health was a strong component of tutoring and small group work with graduate students. The colleges have not been able to support the program to as great an extent as planned due to the reduced numbers of students in the teacher education programs. At one point, an entire section of student teachers was housed on the Gompers Secondary School campus to serve both Lincoln High School and Gompers Secondary School but, because of reductions, this section was closed.

Planned Action

Lincoln High School will be working closely with San Diego State University, University of California at San Diego, City College and Mesa College. Each of these institutions will be offering courses for college credit on the Lincoln High School campus. Professors from these institutions will be not only teaching, but serving on advisory committees. Students from Lincoln High School will also be using facilities at these institutions for field trips, visitations, internships, research work in labs or libraries, tutorial help and role modeling. Graduate students, student teachers and cadet teachers will be employed as instructional aides to work with small groups and to provide individual tutoring for students in basic skills.

RRJ:MR  
je



SAN DIEGO CITY SCHOOLS  
Abraham Lincoln High School

Attachment A

SCHOOL ADVISORY COMMITTEE MEMBERSHIP LIST  
1980-81

Adams, Helen	Cunningham, Shirley	Leon, Danna	Rawlings, Claudette
Allen, Harold	Diehl, Phil	Love, Fannie	Roberts, M.
Allen, Gwendolyn	Duncan, Maria	Macnofsky, Stu	Ross, Bessie
Allen, Jean	Duncan, David	Maddox, Lena	Rowe, Mary
Amin, El Numan W.	Easley, Tina	Mathis, Carolyn	Rucker, Pat
Bailey, Gerlene	Easley, Soloman	McClanahan, Jodene	Santos, Dimple
Bailey, Ella	Felton, Mrs.	McDonald, Mary	Santos, Darryl
Ballard, Harold	Foster, Pearlle	McFarlin, Winifred	Sapp, Blondie
Barnes, Carol	Gay, Billy	McNally, Barbara	Savage, Doris
Barnes, Phyllis A.	George, Frankie	McNeal, Rev. Andrew	Scott, L.T.
Batiste, Angela	Gentry, Doris	Miller, Betty J.	Smith, Velma L.
Bellamy, Beulah	Gentry, Elijah	Mills, Vance	Spikes, Isabel
Bridges, Dolores	Gentry, Tony (Evans)	Mims, John	Stevens, George
Brooks, Ernest III	German, John	Minaffe, Peggy	Stiles, Rosa
Brown, Harold	Glass, Virginia	Morris, B. L.	Sutton, Roz
Bryant, Dorothy	Herron, Pat	Nailon, Ruth	Taylor, Anna
Buggs, Helen	Hyde, Patricia	Niumata, Vickey	Thomas, Myrtle
Capistran, John	Jackson, Lola	Niumata, Peka	Thornton, Marie
Castandeda, Bertha	Jimenez, Dolores	Oliver, Cynthia	Torrey, Hazel
Chester, Mary	Johnson, Betty	Payne, Emma	Tyler, Edna
Collins, Katherine	Johnson, Tom	Payne, Opel Fay	Wallace, Martie
Conley, Veora	Jones, Orgel	Pierce, Ruby	Ward, Elma R.
Cook, Payton C.	Juarez, Mr. J. D.	Pryor, Juanita	Williams, Ida
Cooper, Dena	Keetch, Bob	Purcell, Frank	Wins, Richard
Cooper, Karston	Killens, Mary	Raines, Marilyn	Woodson, Janet
Cottingham, Bessie	Kuykendall, Katie	Rasheed, Vera A.	Yancy, Martha

7/17/81



SAN DIEGO CITY SCHOOLS  
Abraham Lincoln High School

Attachment B

BOOSTER CLUB MEMBERSHIP LIST  
1980-81

Adams, Chuck  
Adams, Helen  
Albritton, Jesse  
Alexander, Tony  
Allens, Harold  
Arrington, John  
Babbitt, James  
Baker, Tal  
Ballard, Harold  
Barnes, Phyllis  
Batiste, Angela  
Bowie, Helen  
Boyd, Catherine  
Brodus, Ambrose  
Brown, Mary L.  
Buggs, Helen  
Buncom, Sara  
Carriedo, Ruben  
Carson, Janice  
Carson, Kern  
Christian, Julia  
Cook, Payton  
Cooper, Jim  
Cremaschi, Ruby  
Darden, Helen  
Davis, Maryln  
Denny, Irma  
Durson, Gail  
Easley, Tina  
Estrada, Ortorica  
Faulkner, Jesse  
Fielding, Charles  
Frank, Earnie  
Gentry, Elijah

Gentry, Doris  
German, John  
Gholston, Helen  
Glass, Virginia  
Hatcher, James  
Henderson, La Manda  
Hill, Ed  
Hune, Eddie  
Hune, Maggie  
Johnson, Gussie  
Johnson, Mary  
Johnson, Tom  
Jones, Wiley  
Keetch, Robert  
Kellenberger, Conrad  
Kuykendall, Katie  
Love, Fannie  
MacFarlin, Winifred  
Maddox, Lena  
Mathews, Robert  
McFadden, Wendell  
McNeal, Andrew (Rev.)  
Miller, Ann Taylor  
Mims, John  
Mitchell, Don  
Moore, Gene (Dr.)  
Morten, Belinda  
Murray, Augusta  
Olsen, Myrna  
Olsen, Ivan  
Payne, Emma  
Pearley, Gloria  
Pendleton, Bertha  
Petties, Neal

Pierce, Ruby  
Ponder, Mary  
Ponder, William  
Prickett, William  
Rawlings, Claudette  
Ritchey, Mercedes  
Rowe, Ed  
Rowe, Rose  
Santos, Dimple  
Sapp, Blondie  
Savage, Doris  
Smith, Lei  
Thomas, Mrytle  
Thompson, Elizabeth  
Thompson, Lawanda  
Toliver, Phyllis  
Tyler, Edna  
Weisenberg, Mel  
Wesson, Vateness  
Whaley, James O.  
White, Malinda  
Williams, Culbert  
Williams, Leon (Councilman)  
Williams, Mary  
Williams, Mildred  
Wins, Ella M.  
Wright, Dessie (Rightway Realty)  
Chester, Mary  
Quinn, Anese  
Varner, Earl  
Waymon, Carol



SAN DIEGO CITY SCHOOLS  
Abraham Lincoln High School

PROJECT LINCOLN STEERING COMMITTEE  
1980-81

CHAIRPERSON: Mercedes Ritchey

PARENTS

Dimple Santos

Frankie George

Katie Kuykendall

Tina Easley (Alternate)

ADMINISTRATOR

Payton Cook

PROJECT LINCOLN STAFF

Bob Keetch

Vance Mills

STUDENTS

Dwight Harvey

Kathleen Hill

Olga Clark

Mark Davis

TEACHERS

Paul Pucci

Sally Fleming

CLASSIFIED

Marilyn Raines

COUNSELOR

JaNice Winston

07/17/81



San Diego City Schools  
ABRAHAM LINCOLN SENIOR HIGH SCHOOL

Attachment D

ADVISORY COMMITTEE MEMBERS

Dr. Vernon Avila  
Assistant Professor of Zoology  
College of Science  
San Diego State University  
San Diego, California 92182  
(714) 265-5241

Mr. Ernesto Aviles  
U.C.S.D. and AHEC  
School of Medicine, M-023  
La Jolla, California 92093  
(714) 452-2680

Dr. Dean Basile  
Coordinator of Study Skills Center  
San Diego State University  
San Diego, California 92182  
(714) 265-5875

Mr. Ambrose Brodus  
Education Director  
San Diego Urban League  
4272 Market Street, Ste. B  
San Diego, California 92102  
(714) 263-1423

Dr. Bruce Brown  
President, San Diego Dental Society  
625 Broadway, Rm. 906  
Bank of America Building  
San Diego, California 92101  
(714) 233-0123

Ms. Mary Bush  
Special Admissions Office  
U.C.S.D. School of Medicine  
La Jolla, California 92093  
(714) 452-4170

Dr. Richard E. Butcher  
Physician, Southeast Medical Center  
286 Euclid Avenue, Suite 209  
San Diego, California 92114  
(714) 263-6101

Mr. Doug Byrnes  
San Diego Chamber of Commerce  
110 West "C" Street  
San Diego, California 92101  
(714) 232-0124

Ms. Edie Denne  
Associate Regional Director, AHEC  
Office of Continuing Education  
School of Medicine, M-017  
La Jolla, California 92093  
(714) 452-2724

Dr. Norm Dessel  
Professor of Natural Science  
San Diego State University  
San Diego, California 92182  
(714) 265-5870

Ms. Florence Downs  
Coordinator of Vocational Education  
San Diego Community College  
3375 Camino Del Rio South, Rm. 335  
San Diego, California 92108  
(714) 230-2095

Dr. John Ford  
Physician, Ford Medical Clinic  
2534 Imperial Avenue  
San Diego, California 92112  
(714) 234-8211

Ms. Joan Friedenberg  
Chief of Health Education  
Department of Public Health  
1700 Pacific Highway  
San Diego, California 92101  
(714) 236-2705

Mr. H. W. Gains  
Head Administrator  
Community Hospital  
San Diego, California 92102  
(714) 234-4341

Ms. Sandra de la Garza  
Educational Assistant  
Education/Graphics Sea World, Inc.  
1720 South Shores Road  
San Diego, California 92109  
(714) 222-6363



Lincoln Advisory Committee Members  
Page 2

Mr. Serafino Giuliani  
Retired Science Specialist  
2166 Dehesa Road  
El Cajon, California 92020  
(714) 444-8417

Ms. Esther Gutierrez  
Administrative Assistant  
South San Diego AHEC  
1400 Sixth Avenue, Suite 209  
San Diego, California 92101  
(714) 232-7655

Ms. Barbara Hand  
Black Health Executives  
8665 Gibbs Drive (D-266)  
San Diego, California 92123  
(714) 560-2495

Ms. Pegi Harvey  
Director of Education  
San Diego Zoo  
P.O. Box 551  
San Diego, California 92112  
(714) 231-1515, Ext. 226

Mr. Frank Holmes  
M.E.S.A. Coordinator  
Department of Civil Engineering  
San Diego State University  
San Diego, California 92182  
(714) 265-4197

Mr. David F. Johnson  
Member, Board of Examiners  
of Veterinary Medicine  
4184 Thomas Street  
Oceanside, California 92054  
(714) 724-4539

Mr. Sheldon King  
Director, University Hospital  
225 West Dickenson Street  
San Diego, California 92103  
(714) 294-6222, Ext. 6654

Ms. Molly Ann McCarren  
Health Professions Program (Q-022)  
Warren College  
University of California at San Diego  
La Jolla, California 92093  
(714) 452-3200

Dr. Shelly Metten  
Pre-Professional Health Advisor  
Campus Lab 107  
San Diego State University  
San Diego, California 92182  
(714) 265-6638

Dr. Leroy Miller  
Public Health Veterinarian for the  
County of San Diego  
5555 Overland Avenue  
San Diego, California 92123  
(714) 565-5395

Ms. Ellen Moran  
Career Planning & Placement  
University of California  
Box 030  
La Jolla, California 92093  
(714) 452-3750

Mr. Carlo Mosca  
Corporation Director of Education  
and Graphics  
Sea World  
1720 South Shores Road  
San Diego, California 92109  
(714) 222-6363

Mr. Jesse Ramirez  
Director, Equal Employment  
Opportunity Office  
DEEO  
EEO Office  
Naval Regional Medical Center  
San Diego, California 92134  
(714) 233-2617

Dr. Donald Ramras, Chairperson  
Deputy Director  
Department of Public Health Services  
1700 Pacific Highway, Rm. 208  
San Diego, California 92101  
(714) 236-2237

Mr. Don Rhoades  
San Diego Zoo Education Department  
P.O. Box 551  
San Diego, California 92112  
(714) 231-1515



Lincoln Advisory Committee Members  
Page 3

Dr. Percy Russell  
Associate Professor of Biology  
School of Medicine  
University of California at San Diego  
La Jolla, California 92093  
(714) 452-4184

Dr. Paul Saltman  
Professor of Biology  
Department of Biology, B-022  
University of California at San Diego  
San Diego, California 92093  
(714) 452-3824

Dr. Park Tretts  
University of California at San Diego  
and AHEC  
M-013  
La Jolla, California 92093  
(714) 452-4622

Mr. Vincent Wayne  
Deputy Director, Hospital and Clinics  
University Hospital and Medical Center  
225 Dickinson  
San Diego, California 92103  
(714) 294-6802

Mr. James R. Young  
Black Health Executives  
5545 San Mateo Drive  
San Diego, California 92114  
(714) 264-8312

SAN DIEGO CITY SCHOOLS PERSONNEL

Payton Cook, Principal  
Lincoln Senior High School

Cliff Fredrickson  
Curriculum Specialist, Science

Asahel Hayes, Curriculum Specialist  
Health and Physical Education

Richard Jackson  
Assistant Superintendent  
Secondary Schools Division

Vance Mills  
Vice Principal on Special Assignment  
Lincoln/Gompers

Mercedes Ritchey, Director  
Secondary Schools Division

Elisa Sanchez, Assistant Superintendent  
Curriculum and Programs Division

Aina Summerfelt, Curriculum Specialist  
Career Education

Mel Weisenberg, Resource Teacher  
Lincoln Center for Medicine and Health